



THE  
STUDENT'S HANDBOOK  
OF  
ENGLISH WORDS AND IDIOMS

THIRD EDITION—REVISED AND IMPROVED

ALLAHABAD

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## PREFACE.

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THIS little book has been prepared with a view to supply the long-felt want of a cheap and suitable hand-book of English words and idioms for use in Middle Schools. It aims at nothing higher than to teach the meaning of such words and idioms by means of simple examples selected from *McMordie's English Idioms* and *Gordon's Progressive Exercises*, and from many other works prepared expressly for Indian students. It also teaches the formation, construction and conversion of different kinds of sentences in an easy and simple way that will greatly help young boys in learning the English language. The defects and errors which crept into the First two editions of the book have been remedied and corrected in the present one, and any suggestions for its further improvement and practical usefulness will be thankfully received by the compiler.

The Hand-book can also be used as a key to *Gordon's Progressive Exercises, Part I*

THE COMPILER





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- b) *Horrid*, horrible; *pass*, passable, *value*, valuable, *discern*, discernible
- (c) *Please*, pleasant; *assist*, assistant, *depend*, dependent; *defend*, defendant
- (d) *Extent*, extension; *propose*, proposition, *deceive*, deception.



## LESSON 6

- (a) *Benefit*, benefiting, *vary*, varying, *rob*, robbing, *vie*, vying, *stop*, stopping
- (b) *Profit*, profited; *fit*, fitted, *admit*, admitted, *stay*, stayed, staid
- (c) *Force*, forcible, *palate*, palatable, *service*, serviceable, *agree*, agreeable.
- (d) *One*, only, *shabby*, shabbily, *hour*, hourly.



## LESSON 7

- (a) *Beauty*, beautiful, *poise*, poised, *glory*, glorious, *mischievous*, mischievous, *courage*, courageous
- (b) *Part*, partial, *music*, musical, *remedy*, remedial, *critic*, critical, *mutual*, mutual
- (c) *Judge*, judgment, *abridge*, abridgment, *amaze*, amazement, *acknowledge*, acknowledgment
- (d) *Refer*, referee, *lease*, lessee, *commit*, committee, *assign*, assignee, *address*, addressee, *pay*, payee
- (e) *Steady*, steadiness, *greedy*, greediness, *fearless*, fearlessness, *heartu* heartiness

## LESSON 8

- (a) *Physic*, physician, *Christ*, Christian, *music*,  
• musician
- (b) *Inflame*, inflammation, *sense*, sensation, *add*,  
addition, *revert*, reversion
- (c) *Differ*, different, *prefer*, preferential, *descend*,  
descendant, *confide*, confident, confidant
- (d) *Revere*, reverence, *annoy*, annoyance, *sever*,  
severance, *exist*, existence
- (e) *Fallacy*, fallacious, *beauty*, beauteous, *right*,  
righteous
- 

## LESSON 9

- (a) *Anchor*, anchorage, *bag*, baggage, *cot*, cot-  
tage, *cub*, cubbage, *mile*, mileage, *sewer*,  
sewerage
- (b) *Bit*, bitten, *fat*, fatten, *lead*, leaden, *mad* mad-  
den, *red*, redden, *sad*, sadden, *sweet*, sweeten,  
*gold*, golden, *wool*, woollen, *wood*, wooden
- (c) *Arch*, archery, *fop*, foppery, *gun*, gunnery, *lot*,  
lottery, *mock*, mockery, *nun*, nunnery, *wag*,  
waggery, *pope*, popery
- (d) *Hog*, hoggish, *red*, reddish, *rub*, rubbish, *sot*,  
sottish, *snap*, snappish, *thin*, thinnish
- 

## LESSON 10

*connect*, connective, connection, *corrupt*, corrup-  
tive, corruption, *discuss*, discussive, discussion,

*exhaust*, *exhaustible*, *exhaustion*, *exert*, *exertive*, *exertion*, *exact*, *exacting*, *exaction*, *suspect*, *suspectable*, *suspicion*; *suggest*, *suggestive*, *suggestion*, *impress*, *impressible*, *impression*, *inform*, *informal*, *information*, *tramp*, *tramping*, *tramper*; *hunt*, *hunting*, *hunter*, *reform*, *reformatory*, *reformation*, *transgress*, *transgressive*, *transgression*, *wound*, *wounding*, *wounder*

(b) *Wise*, *wisely*, *wisdom*, *valve*, *valuable*, *valuation*; *trace*, *traceable*, *tracer*, *rare*, *rarify*, *rarity*; *white*, *whiten*, *whiteness*, *imagine*, *imaginary*, *imagination*, *adore*, *adorable*, *adoration*,

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## LESSON 11.

(a) *Audit*, *auditory*, *auditor*, *auditorship*, *buffet*, *buffeted*, *buffeting*, *buffeter*, *cavil*, *cavilous*, *caviler*, *cavilation*, *credit*, *creditable*, *creditor*, *creditrux*, *murmur*, *murmuring*, *murmurous*, *murmurer*, *revel*, *revelling*, *reveller*, *revelry*, *mode*, *modal*, *modality*, *model*; *limit*, *limitable*, *limitary*, *limitation*, *murder*, *murderous*, *murderer*, *murderess*, *slumber*, *slumberous*, *slumbery*, *slumberer*, *squander*, *squandering*, *squanderer*, *utter*, *utterable*, *utterer*, *uttering*, *worship*, *worshipful*, *worshipping*, *worshipper*

(b) *Admire*, *admiring*, *admirer*, *admiration*, *agree*, *agreeable*, *agreeing*, *agreement*, *arrive*, *arrive*

ing, arrival, arrivance, *shoe* shoeing, shoeless, shoeblack, *notice*, notify, noticable, notification, *observe*, observable, observing, observation *peace*, peaceful, peaceable, peaceless, *move* movable, motion, movement, *manage*, manageable, manager, management, *endure*, endurable, endurer, endurance, *propose*, proposal proposer, proposition, *pursue*, pursuant, pursuable, puiſuance, *excuse*, excusable, excuser excusatory, *desire*, desirous, desirable, desirableness

## CHAPTER II

### DERIVATIVES

#### LESSON I

#### *Derivative Nouns denoting the Agent*

Act	actor	Chariot	charioteer
Academy	academician	Choir	chorister
Adverse	adversary	College	collegian
Agitate	agitator	Combat	combatant
Agriculture	agriculturist	Conquer	conqueror
Art	artist	Correspond	corresponder
Attend	attendant	Create	creator
Bank	banker	Credit	creditor
Beg	beggar	Defend	defendant
Build	builder	Depose	deposer
Cannon	cannonier	Descend	descendant
Cash	, cashier	Dote	dotard

Dogma	dogmatist	Drug	druggist
Drink	drinker	Debt	debtor

## LESSON 2

*Derivative Nouns denoting the Agent*

Emit	emissary	Law	lawyer
Essay	essayist	Lie	liar
Farm	farmer	Magic	magician
Finance	financier	Malt	maltster
Flower	florist	Mathematics	mathematician
Engine	engineer	Mission	missionary
Geography	geographer	Mountain	mountaineer
Govern	governor	Music	musician
Grammar	grammarian	Musket	musketeer
Heresy	heretic	Note	notary
Hunt	hunter	Occupy	occupant
Inspect	inspector	Operate	operator
Journal	journalist	Oppose	opponent
Language	linguist	Oppress	oppressor

## LESSON 3.

*Derivative Nouns denoting the Agent*

Politics	politician	Reside	resident
Potent	potentate	Sail	sailor, sailer
Preside	president	Satire	satirist
Private	privateer	Saw	sawer, sawyer
Protest	protestant	School	scholar
Psalm	psalmist	Secret	secretary
Republic	republican	Slug	sluggard



Song	songster, singer	Travel	traveller
Speak	speaker	Usury	usurer
Spin	spinner	Village	villager
Study	student	Violate	violator
Survey	surveyor	Visit	visitor, visitant
Tan	tanner	War	warrior
Theology	theologist	Woo	wooer

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#### LESSON 4

#### *Nouns denoting state, condition or quality*

Abase	abasement	Child	childhood
Abound	abundance	Clean	cleanness
Absent	absence	Clement	clemency
Acrid	acrimony	Compose	composure
Accurate	accuracy	Conceal	concealment
Acute	acuteness	Constant	constancy
Admit	admission	Conspire	conspiracy
Ample	amplitude	Convey	conveyance
Apt	aptitude	Current	currency
Astonish	astonishment	Cruel	cruelty
Atheist	atheism	Decent	decency
Atone	atonement	Deep	depth
Banish	banishment	Deist	deism
Bond	bondage	Delicate	delicacy
Boy	boyhood	Depend	dependence
Brave	bravery	Despot	despotism
Brilliant	brilliance	Distant	distance
Broad	breadth	Docile	docility
Captive	captivity	Duke	dukedom

## LESSON 5

*Nouns denoting state, condition or quality*

Effulgent	effulgence	Forfeit	forfeiture
Elegant	elegance	Fragrant	fragrance
Eloquent	eloquence	Frequent	frequency
Enclose	enclosure	Friend	friendship
Engage	engagement	Generous	generosity
Exist	existence	Good	goodness
Expose	exposure	Grieve	grief
Familiar	familiarity	Hero	heroism
False	falsehood	High	height
Fellow	fellowship	Honest	honesty
Flatter	flattery	Hostile	hostility
Fine	finery	Humble	humility
Forbear	forbearance		humbleness

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## LESSON 6

*Nouns denoting state, condition or quality*

Ignite	ignition	Multiply	multiplication
Illegitimate	illegitimacy	Native	nativity
Impure	impurity	Novel	novelty
Incite	incitement	Noble	nobleness
Inflame	inflammation	Obstinate	obstinacy
Infringe	infringement	Press	pressure
Inquire	inquiry	Pure	purity
Inticāte	intricacy	Please	pleasure
Languid	languidness	Portray	portraiture
Manumit	manumission	Pope	popery
Mature	maturity	Partner	partnership
Move	movement	Pursue	pursuit

Polite	politeness	Punish	punishment
Pagan	paganism	Priest	priesthood
Prompt	promptness	Peer	peerage

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 LESSON 7
*Nouns expressing Diminution*

Animal	animalcule	Ice	icicle
Arm	armlet	Lad	ladkin
Bay	bight	Lamb	lambkin
Blank	blanket	Lance	lancet
Brace	bracelet	Lass	lassie
Ball	bullet	Leaf	leaflet
Cat	kitten	Lock	locket
Convent	conventicle	Man	manikin
Corpus	corpuscle	Maid	maiden
Crook	crochet	Mouth	muzzle
Dear	darling	Mud	muddle
Duck	duckling	Nose	nozzle
Eagle	eaglet	Nurse	nursling
Fat	fatling	Owl	owlet
First	firstling	Part	particle
Flower	floweret	Peter	perkin
Found	foundling	Pile	pillow
Four	farthing	Pipe	pipkin
Fourth	farthing	Poke	pocket
Gird	girdle	River	rivulet
Goose	gosling	Sack	satchel
Hand	handle	Sap	sapling
Hill	hillock	Seed	seedling

Shade	shadow	Stream	streamlet
Shoal	shallow	Strip	stripling
Shove	shovel	Tail	tartlet
Splint	splinter		

LESSON 8  
*Derivative Adjectives*

Abhor	abhorrent	Beauty	beautiful
Absence	absent	Beggar	beggarly
Abuse	abusive	Beneficence	beneficent
Academy	academical	Blame	blamable
Access	accessory	Blaspheme	blasphemous
Accuracy	accurate	Blood	bloody
Admit	admissible	Black	blackish
Affection	affectionate	Brother	brotherly
Air	airy	Brown	brownish
Allow	allowable	Brute	brutal
Angel	angelic	Burden	burdensome
Angle	angular	Candour	candid
Apostle	apostolic	Child	childish
Art	artful	Christ	christian
Attend	attentive	Churl	churlish
Attract	attractive	Clergy	clerical
Auntle	auricular	Cloud	cloudy
Authority	authoritative	Collect	collective
Axiom	axiomatic	Compose	composite
Babe, baby	babish, babyish	Coward	cowardly
Balsam	balsamic	Creed	credible
Baron	baronial	Credit	creditable
Base	basal	Crust	crusty
Beast	beasty		

## LESSON 9

*Derivative Adjectives*

Declare	declaratory	Editor	editorial
Deceive	deceivable	Efface	effaceable
Defect	defective	Effect	effectual
Defend	defensive	Effervesce	effervescent
Deference	deferential	Efficiency	efficient
Delight	delightful	Efficacy	efficacious
Demon	demoniac	Ejaculate	ejaculatory
Dew	dewy	Elect	elective
Delude	defusive	Electricity	electric
Delicacy	delicate	Elegy	elegiac
Depend	dependent	Ellipse	elliptic
Derogate	derogatory	Element	elementary
Despair	desperate	Emblem	emblematic
Despise	despicable	Eminence	eminent
Despond	despondent	Empiric	empirical
Difference	different	Empire	imperial
Diffuse	diffusive	Encyclopæ-	encyclope-
Discipline	disciplinary	dia	dian
Discretion	discretionary	End	endless
Discourse	discursive	Envy	envious
Divide	divisible	Epilepsy	epileptic
Doctrine	doctrinal	Equinox	equinoctial
Dogma	dogmatic	Error	erroneous
Doubt	doubtful	Esteem	estimable
Dropsy	dropsical	Evade	evasive
Earth	earthly	Excite	excitable

Excuse	excusable	Example	exemplary
Exhaust	exhaustive	Excel	excellent

## LESSON 10

*Derivative Adjectives*

Expand	expansible	Fuse	fusible
Expect	expectant	Geography	geographical
Explain	explanatory	Giant	gigantic
Explode	explosive	Gild	gilt
Fable	fabulous	Glass	glassy
Face	facial	Globe	globular
Family	familiar	Glory	glorious
Fane	fanatic	Gloss	glossy
Fancy	fanciful	Glutton	gluttonous
Fate	fatal	Gluten	glutinous
Father	fatherly	Grass	grassy
Fat	fatty	Grammar	grammatical
Fashion	fashionable	Grace	graceful
Favour	favourable	Grade	gradual
Fervour	fervent	Habit	habitual
Fever	feverish	Heart	heartly
Factor	factorial	Head	headless
Fear	fearful	Hell	hellish
Fiction	fictitious	Herald	heraldic
Fire	fiery	Herb	herbaceous
Flesh	fleshy	Heresy	heretical
Form	formal	Hero	heroic
Friend	friendly	History	historical
Fright	frightful	Honor	honorable
Fruit	fruitful	Horizon	horizontal
Fume	fumid	House	houseless

## LESSON 11

*Derivative Adjectives*

Hope	hopeful	Invoke	invocative
Horror	horrible	Idiot	idiotic
Hygiene	hygienic	Irony	ironical
Hyperbole	hyperbolic	Jesuit	jesuitic
Hypocrite	hypocritical	Judicature	judicatory
Hypothesis	hypothetic	Judge	judicial
Hysteria	hysteric	Juice	juicy
Ignite	ignitable	Justify	justifiable
Illude	illusivē	King	kingly
Indulgence	indulgent	Labour	laborious
Inflame	inflammatory	Lament	lamentable
Inquisition	inquisitive	Legislate	legislative
Instruct	instructive	Lucie	lucrative
Intellect	intellectual	Lunacy	lunatic
Intercede	intercessory	Majesty	majestic
Intermit	intermittent	Mathematics	mathematical
Interrogate	interrogatory	Medicine	medical
Invent	inventive	Metal	metallic

## LESSON 12

*Derivative Adjectives*

Medicate	medicative	Obduracy	obdurate
Metaphor	metaphorical	Obstruct	obstructive
Migrate	migratory	Offend	offensive
Move	{ motive movable	Operate	operative
		Oppress	oppressive
Multiply	multiplicable	Optics	optical
Navigate	navigable	Orator	oratorical

Organ	organic	Physics	physical
Palliate	palliative	Picture	pictorial
Parable	{ parabolic	Please	pleasant
	{ parabolical	Plenty	plentiful
Paraphrase	paraphrastic	Poet	{ poetic
Parsimony	parsimonious		{ poetical
Part	partial	Ponder	ponderous
Participle	participial	Portend	portentous
Pastor	pastoral	Possess	possessive
Penetrate	{ penetrable	Practice	practical
	{ penetrative	Precept	preceptive
Pentecost	pentecostal	Prefer	{ preferable
Penury	penurious		{ preferential
Perceive	{ perceivable	Prejudice	prejudicial
	{ perceptible	Presume	presumable
Perfidy	pefidious	Pievail	prevalent
Perish	perishable	Prevent	preventive
Persuade	persuasive	Problem	problematic
Philanthropy	philanthropic	Prodigy	prodigious
Philology	philological	Produce	productive
Philosopher	philosophical	Profess	professional

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### LESSON 13

#### *Derivative Adjectives*

Prohibit	prohibitory	Provide	provident
Prophet	prophetic	Rapture	rapturous
Propitiate	{ propitiable	Reduce	reducible
	{ propitious	Relate	relative
Prosper	prosperous	Remedy	remedial
Prospect	prospective	Remit	remittent



Reprehend	reprehensive	Syntax	syntactical
Restrict	restrictive	Talisman	talismanic
Rigor	rigorous	Temper	temperate
Solicit	sollicitous	Tense	tensible
Solve	solvable	Theology	theological
Sophism	sophistical	Theory	theoretical
Speculate	speculative	Torpor	torpid
Spirit	spiritual	Transcend	transcendent
Spleen	splenetic	Tremor	tremulous
State	stately	Vegetate	vegetative
Stipend	stipendiary	Vicar	vicarious
Study	studious	Vice	vicious
Subject	subjective	Victor	victorious
Submit	submissive	Vigour	vigorous
Subserve	subservient	Vine	vinous
Suffer	sufferable	Urge	urgent
Suffice	sufficient	Use	useful
Suggest	suggestive	Usury	usurious
Superabound	superabounding	Whim	whimsical

## LESSON 14

*Formation of Proper Adjectives*

Abyssinia	Abyssinian	Bengal	Bengali
Africa	African	Bohemia	Bohemian
Algeria	Algerine	Britain	British
America	American	Burmah	Burmese
Athens	Athenian	Caffraria	Caffre
Australia	Australian	Canada	Canadian
Bavaria	Bavarian	Ceylon	Cinghalese
Belgium	Belgic	Chili	Chilian

China	Chinese	Malta	Maltese
Corinth	Corinthian	Milan	Milanese
Corsica	Corsican	Morocco	Moorish
Cuba	Cuban	Naples	Neapolitan
Denmark	Danish	Norway	Norwegian
Egypt	Egyptian	Papua	Papuan
England	English	Peru	Peruvian
Europe	European	Piedmont	Piedmontese
France	French	Poland	Polish
Gaul	Galic, Gaulish	Portugal	Portuguese
Genoa	Genoese	Rome	Roman
Germany	German	Scotland	Scotch, Scottish
Greece	{ Grecian	Spain	Spanish
	{ Greek	Sweden	Swedish
Hayti	Haytian	Switzerland	Swiss
Ireland	Irish	Texas	Texan
Italy	Italian	Tunis	Tunisian
Japan	Japanese	Venice	Venetian
Madagascar	Malagassy	Wales	Welsh

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 LESSON 15
*Derivative Verbs.*

Act	actuate	Body	embody
Alien	alienate	Brass	braze
Authentic	authenticate	Bright	brighten
Author	Authorise	Captive	captivate
Bath	bathe	Chop	chip
Beat	batter	Cling	clinch
Beauty	beautify	Colony	colonise
Blood	bleed	Creed	credit

Critic	criticise	Dun	stun سٹن
Crumb	crumble	Epitome	epitomise
Danger	endanger	Equal	equalize
Dark	darken	Fall	fail, fell
Deep	deepen	False	falsify
Din	dun	Fertile	fertilize
Divers	diversify	Fly	flee
Dog	dodge	Friend	befriend
Drag	diaggle	Glass	glaze
Draw	drain	Glory	glorify
Drink	drinch	Grass	graze
Drop	drip	Gripe	grapple

## LESSON 16

*Derivative Verbs*

Hard	harden	Person	personify
Hook	hitch	Power	empower
Hound	hunt	Public	publish
Just	justify	Pure	purify
Legal	legalise	Quip	quibble
Liberty	liberate	Real	realize
Lie	lay	Rest	arrest
Liquid	liquefy	Ripe	ripen
Long	lengthen	Rise	raise
Mash	smash	Roam	ramble
Melt	smelt	Roll	enroll
Mew	mewl	Set	settle
Nip	snip, snap	Sex	unsex
Pad	paddle	Shock	shake
	pacify	Sharp	sharpen

Shelf	shelve	Soil	sully
Short	shorten	Solid	solidify
Shove	shovel	Sop	sip
Signal	signalise	Spit	sputter
Sit	set	Start	startle
Sniff	snuff	Stick	stitch
Soft	soften	Full	fill

## LESSON 17.

*Derivative Verbs.*

Stray	straggle	Wake	watch
Stride	straddle	Wave	waver
Strong	strengthen	Wear	worry
Terror	terrify	Wend	wander
Thief	thieve	Whin	whine
Tranquil	tranquilize	Whirl	twirl
Tyrant	tyrannise	Wink	wince
Victim	victimise	Wreath	wreathe
Wade	waddle	Wring	wriggle
Wag	waggle	Wry	writhe

## LESSON 18

*Derivative Adverbs*

Bad	badly	Backward	backwards
Noble	nobly	Whole	wholly
Pretty	prettily	Day	daily
One	once	Dry	dryly
Two	twice	Easy	easily
Three	thrice	Honest	honestly
Sly	slily	Violent	violently

Pious	piously	North	northerly
Faithful	faithfully	Signal	signally
West	westerly	Due	duly
True	truly	Kind	kindly

### CHAPTER III.

#### VERBAL DISTINCTIONS

##### LESSON I.

##### *Antonyms or Opposite Words*

Add	subtract	Break	make
Affirm	deny	Bright	dull
Affirmation	denial	Bring	send
Affirmative	negative	Build	raze
Age	youth <i>युवा</i>	Bury	unearth
Aged	young	Care	negligence
Alike	unlike	Carefully	negligently
Almost	wholly	Clear	dirty
Ancient	modern	Concave	convex
Backwards	forwards	Credit	debit
Bad	good	Cruel	kind
Beauty	ugliness	Dark	light
Beautiful	ugly	Day	night
Begin	end	Dear	cheap
Behind	before	Deep	shallow
Below	above <i>उपरि</i>	Deformed	symmetry
Borrow	lend <i>लें</i>	Deformity	symmetry
Big	small	Diligent	negligent
Brave	cowardly	Do	don
Bravery	cowardice	Down	up
Breadth	length	Wise	foolish

LESSON 2  
*अर्थान्तर* *Antonyms.*

Ease	difficulty	Frugality	extravagance
Easy	difficult	Fruitful	barren
Early	late	Full	empty
Economy	extravagance	Gain	lose, loss
Economical	extravagant	Gentle	savage
Ever	never	Gentleness	savageness
Fail	succeed	Give	take
Fair	foul	Great	small
False	true	Happy	miserable
Far ;	near	Happiness	misery
Fat	lean	Heaven	hell
Feed	fast	Height	depth
Find	miss	Here	there
For	against	High	low
Foreign	native	Hill	dale
Foreigner	native	Hope	despair
Former	latter	Hopeful	desperate
Freeze	melt	Hot	cold
Frugal	spendthrift	Hunger	satiety

*{ Economical } extra vulgar*

LESSON 3  
*अर्थान्तर*

In	out	Keep	destroy
Industry	sloth	Kind	cruel
Industrious	slothful	Latitude	longitude
Innocent	guilty	Learned	ignorant
Innocence	guilt	Length	breadth
Joy	sorrow	Life	death

Light	heavy	Opaque	transparent
Live	die	Open	close
Long	short	Over	under
Love	hatred	Peace	war
Low	high	Peaceful	warlike
Many	few	Pleasant	painful
Merry	sad	Please	displease
Mirth	sadness	Plenty	scarcity
Much	little	Plentiful	scarce
Nature	art	Pretty	ugly
Near	far	Pride	humility
No	yes	Piose	poetry
Noise	silence	Prosper	adverse
Noisy	silent	Prosperity	adversity
Opacity	transparency	Quick	slow

LESSON 4

Antonyms

Rapid	slow	Sometimes	always
Rapidity	slowness	Stand	sit
Rapidly	slowly	Sweet	bitter
Rare	common	Take	give
Rarely	often	Theory	practice
Rarity	abundance	Thick	thin
Rich	poor	Top	bottom
Rise	fall	Town	country
Seldom	often	True	false
Sharp	blunt	Truth	falsehood
Sink	swim	Truthful	lying
Smooth	rough	Up	down
Soft	hard	Virtuous	vicious

Weal	woe	Wisdom	folly
Wealth	poverty	Worthy	worthless
Wise	foolish	Young	old

## LESSON 5

*Correlatives*

Ancestor	descendant	Leader	follower
Bridegroom	bride	Lend	borrow
Captain	crew	Lender	borrower
Cause	effect	Majority	minority
Church	state	Master	servant
Clergy	laity	Mind	matter
Creator	creature	Original	copy
Crust	crumb	Parents	children
Demand	supply	Plaintiff	defendant
Host	guest	Physician	patient
Husband	wife	Piecept	example
King	subject	Principal	assistant
Landlord	tenant	Prior	after
Lawyer	client	Prose	verse
Lead	follow	Question	answer

## LESSON 6

*Negative Forms*

Real	unreal	Perfect	imperfect
Legal	illegal	Close	disclose
Affection	disaffection	Throne	dethrone
Dress	undress	Essential	unessential
Placable	implacable	Distinct	indistinct
Existent	nonexistent	Place	displace



Effectual	ineffectual	Ambiguous	unambiguous
Happy	unhappy	Perfection	imperfection
Decent	indecent	Metallic	unmetallic
Logical	illogical	Voluntary	involuntary
Productive	unproductive	Reverent	irreverent

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### LESSON 7

#### *Synonymous Words.*

Begin	commence	Kingly	regal
Friendly	kind	Likely	probably
Live	exist	Outward	external
Dark	obscure	Opening	entrance
Corner	angle	<i>by the</i> Breed	progeny
Lucky	fortunate	Choice	selection
Die	perish	Earthly	terrestrial
Odd	strange	Eastern	oriental
Motherly	maternal	Enliven	animate
Errand	message	Enough	sufficient
Freedom	liberty	Fellowship	companionship
Brotherly	fiaternal	Fulness	satiety
Boundaries	limits	Happen	occur
Bodily	corporeal	Heavenly	celestial
Bloody	sanguine	Keeping	custody
Inside	interior	Lean	recline
Hinder	impede	Milky	mild

*W. J.*

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### LESSON 8

#### *Synonymous Words*

Overflow	<i>W</i> inundate	Overseer	supervisor
Outside	exterior	Shepherd	swain

Shock	<i>coll</i> <u>coll</u> sion	Unalterable	immutable
Shun	<i>av</i> <u>av</u> oid	Un <u>w</u> illing	reluctan
Step	pace	Uprigh <u>t</u> ness	probity
Straight	direct	Want	necessity
Sweat	<u>pers</u> piration	Waver	fluctuate
Tasteless	<u>insipid</u>	Watery	transparent
Teachable	<u>docile</u>	Weaken	enfeeble
Thick	dense	Weapons	arms
Threat	<u>menace</u>	<i>de</i> <u>W</u> ill	determination
Thoughtful	considerate	Wildness	rudeness
Timely	<u>seasonable</u>	Wom <u>a</u> n	fem <u>a</u> le
Truth	veracity	Wom <u>a</u> nly	fem <u>i</u> nine
Understand	comprehend	Wonderful	ast <u>o</u> nishing
Understand-	knowledge	Wo <u>o</u> dy	sylvan
ing		Wo <u>o</u> dy	vervose
Unspeakable	ineffable	Worth	value

## LESSON 9

*Synonymous Words*

- 1 | Allow, permit, suffer, tolerate
- 2 | Confess, acknowledge, own, avow
- 3 | Conquer, subdue, vanquish, subjugate
- 4 | Ask, request, beg, beseech, implore, solicit
- 5 | Think, believe, suppose, presume, conjecture
- 6 | Teach, instruct, inform, educate
- 7 | Praise, admire, commend, extol, eulogize
- 8 | Say, speak, talk, tell, mention, state
- 9 | Civil, polite, courteous, polished, well-bred
- 10 | Beautiful, handsome, pretty, lovely
- 11 | Silly, foolish, absurd, stupid, dull

- 12 *Idle*, lazy, indolent, slothful  
 13 *Frank*, open, candid, ingenuous  
 14 *Transient*, transitory, fleeting  
 15 *Mild*, gentle, meek, kind, tender  
 16 *Secret*, hidden, concealed  
 17 *Durable*, lasting, permanent *१६ १८४५*  
 18 *Strong*, powerful, vigorous, potent  
 19 *Faultless*, blameless, spotless, innocent  
 20 *Famous*, celebrated, illustrious, renowned
- 

## , LESSON 10

- 1 *Anger*, indignation, displeasure, resentment *१८*  
 2 *Sorrow*, grief, affliction, distress, regret, sadness  
 3 *Conflict*, combat, contest, contention *१९*  
 4 *Deceit*, deception, fraud, artifice  
 5 *Display*, show, parade, exhibition  
 6 *Law*, statute, rule, regulation  
 7 *Attachment*, affection, tenderness, fondness, love  
 8 *Misfortune*, calamity, disaster  
 9 *Chastisement*, punishment, penalty  
 10 *Project*, design, scheme, plan  
 11 *Purpose*, intent, intention  
 12 *Confidence*, trust, reliance  
 13 *Occupation*, business, avocation  
 14 *Poverty*, indigence, pauperism ✓  
 15 *Revenge*, vengeance, retribution  
 16 *Bravery*, courage, gallantry, fortitude  
 17 *Deference*, respect, veneration  
 18 *Envy*, emulation, rivalry, jealousy
- १७

- 19 *Error*, mistake, blunder  
 20 *Opportunity*, occasion, juncture

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### LESSON 11

#### *Synonyms Discriminated,*

- |    |            |   |
|----|------------|---|
| 1  | ABANDON    | <i>To abandon</i> is unwillingly to give up anything                  |
| 2  | FORSAKE .. | <i>To forsake</i> is to leave a person in resentment or dislike       |
| 3  | ABSTAIN    | We <i>abstain</i> from a thing.                                       |
| 4  | REFRAIN    | We <i>refrain</i> from an action                                      |
| 5  | ASTONISHED | We are <i>astonished</i> at what is vast or great                     |
| 6  | SURPRISED  | We are <i>surprised</i> at what is new or unexpected                  |
| 7  | ANSWER     | <i>Answer</i> is a mere response to a question                        |
| 8  | REPLY      | A <i>reply</i> is a distinct response to a formal question            |
| 9  | APPEAR     | <i>To appear</i> has reference to a thing being presented to our view |
| 10 | SEEM       | <i>To seem</i> has the appearance of truth or fact                    |

#### *Illustrations*

- 1 We were compelled to *abandon* our object  
 2 Friends and flatterers *forsake* us in adversity    3  
 He *abstained* from food and drink for a whole day.  
 4 It is with difficulty I *refrained* from giving him

a sound beating 5 I was *astonished* at the grandeur of the Taj at Agra 6 We were *surprised* at the desperate acts of heroism 7. His *answer* to question IV is right 8 He has given no *reply* to my application for a post in his office 9 The story *appears* to be true 10 A storm *seems* to be coming It *seems* that the Turkish power is on the decline

LESSON 12

*Synonyms Discriminated*

- |   |              |  |
|---|--------------|--|
| { | 1 BATTLE     | <i>A battle</i> is a single engagement between two armies  |
|   | 2 WAR        | <i>A war</i> is a series of engagements arising from the same cause and undertaken for the same object as the acquisition of territory, &c |
| { | 3 REVENGE    | <i>To revenge</i> is to inflict <i>pain</i> or <i>injury</i> simply to indulge our resentment or malice                                    |
|   | 4 AVENGE .   | <i>To avenge</i> is to inflict just punishment on evil-doers   |
| { | 5 CONTINUOUS | <i>Continuous</i> denotes that the continuity or unity of parts is uninterrupted   |
|   | 6 CONTINUAL  | <i>Continual</i> is that which is constantly renewed and recurring though interrupted  |
|   | 7 CUSTOM     | <i>Custom</i> refers to the <i>action</i>  |

- 8 HABIT .. *Habit* refers to the *doer* of the action.  
 { 9 DENY We *deny* a fact  
 10 REFUSE . We *refuse* a thing, or to do something

### *Illustrations*

1 After the *battle* of Panipat he was murdered in cold blood 2 Not less than 12 battles were fought during the *Wars* of the Roses 3 He *revenged* himself on his enemy by setting his house on fire 4 The law *avenges* the death of a murdered person 5 A storm of rain is continuous 6 A succession of showers is continual. 7 & 8 By the *custom* of walking often in the street, one acquires a *habit* of idleness 9 He *denied* that he had done it so 10. He *refused* to leave the room

## LESSON 13

### *Synonyms Discriminated*

- { 1. DISCOVER We *discover* something that existed before, but was unknown,  
 { 2 INVENT. We *invent* new combinations  
 { 3 FETCH To *fetch* is to go and come back with  
 { 4 BRING . To *bring* is to come with, without the idea of going  
 { 5 HASTE *Haste* denotes quickness of action and a strong desire for getting on  
 { 6 HURRY *Hurry* denotes a confusion and want of collected thought

- 7 HOPE *To hope* is to desire with expectation of good, and refers only to future.
8. THINK *Think* is a general term, and may refer to the past, the present and the future
- 9 HEAR *Hear* is a general term for using the power of hearing
- 10 LISTEN *Listen* implies attention or effort

### *Illustrations*

1 Columbus *discovered* America 2 Galilio *invented* the telescope 3 Would you please *fetch* that ball? 4 *Bring* a boat over the river 5 & 6 A man may properly be in *haste* but never in a *hurry* 7 Even the worst boy *hopes* for promotion 8 I *think* it is going to rain 9 & 10 We *heard* some one speaking but we did not *listen* to what he said

## LESSON 14

### *Synonyms Discriminated*

- 1 ROB *To rob* implies violence by force
- 2 STEAL *To steal* is to take away another's property secretly
- 3 EXPENSIVE *Expensive* is generally used with reference to the purchaser
- 4 COSTLY *Costly* is used with reference to the value of the article bought

- 5 REND            *To rend* implies voluntary action  
 6 TEAR           *To tear* refers to both voluntary  
                          and accidental actions  
 7 PRAISE        We *praise* a person for what he does  
 8 ADMIRE .     We *admire* a person for what he is  
 9 ONLY           *Only* imparts that there is no other  
                          of the same kind  
 10. ALONE .     *Alone* imparts being accompanied  
                          by no other

### Illustrations

1 He was attacked by a number of persons, who *robbed* him of all he had 2 His bundle was *stolen* from under his head while he was asleep 3 & 4 A splendid carriage is a *costly* article, the person who bought it is an *expensive* liver, or one of *expensive* habit 5 An eastern mourner *rends* his garments to express his grief 6 He has *torn* his dress in falling down 7 I *praised* your brother for his remarkable success in the late examination 8 I *admire* your sister for her beauty 9. John is my *only* son 10 I can do it *alone*

### LESSON 15.

*Words pronounced exactly alike, but differing in form and signification*

- AIL *बीगार होना* If you *ail*, it must be because you drank  
 ALE *शराब* too much strong *ale* at the inn  
 ANN *आन्न विनिमय* Ann exchanged with Emma *an* apple  
 AN *एग* for an egg



{ ARC *आर्क* arc is a part of the circumference of  
 { ARK *आर्क* a circle Noah and his family were  
 saved in an *ark*

{ ASSENT *असन्त* Did you give your *assent* to his proposal  
 { ASCENT *असन्त* of making the *ascent* of the hill this  
 morning ?

{ BAIL *बैल* *बैल* was refused at the police court for  
 { BALE *बैल* the person that stole the *bale* of silk

{ BEAR *बैर* The *bear* tore his *bare* leg in such a man-  
 { BARE *बैर* ner that I could not *bear* to look at it

{ BERTH *बैर* Was the poor sailor confined to his *berth*  
 { BIRTH *बैर* by sickness during his *birth*-day ?

{ BORED *बुराई* Was it a carpenter that *bored* the  
 { BOARD *बोर्ड* shapeless hole in that *board* ?

{ BRED *ब्रेड* These chickens were *bred* up on a sort  
 { BREAD *ब्रेड* of food like rye *bread* made purpose-  
 ly for them

{ CANON *कानन* Much good cannot be expected when a  
 { CANNON *कानन* *canon* (rule) of a church requires to  
 be enforced by soldiers and *cannon*

{ CENT *सेन्ट* Did you spend every *cent* your Ameri-  
 { SENT *सेन्ट* can friend *sent* you, in purchasing  
 { SCENT *सेन्ट* a *scent* bottle ?

{ CESSION *सेशन* The *cession* of that territory was made  
 { SESSION *सेशन* during the last *session* of Parliament

{ COUNCIL *काउन्सिल* Members of the town *council* do not  
 { COUNSEL *काउन्सिल* always give nor act upon the wisest  
*Advice* *counsel*

{ DEAR *डीअर* They have made you pay too *dear* for  
 { DEER *डीअर* the antlers of a *deer*

<DRAUGHT After you have given me a *draught* of  
 {DRAFT water, I shall draw out a *draft* of the  
 bill

{DUN The *dun* pony has *done* a great amount  
 {DONE of work to-day

{DYING He saw the poor animal *dying* from its  
 {DYEING hurt, in front of the establishment for  
 cleaning and *dyeing* gloves

{FEAT *बहादुरी* In performing the great *feat* of jump-  
 {FEET *फाँट* ing a fence five *feet* high, he hurt  
 one of his *feet*

LOCK *लाकड़* Our gardener lately found an old door-  
 LOCK *लाकड़* lock in the *lock* (*lake*) behind the  
 house

{MADE It *made* me quite uneasy to hear the  
 {MAID *maid* crying

{MEET When we *meet* again I hope to treat  
 {MEAT you to better *butcher meat* than this,  
 METE and I will likewise *mete* out a better  
 supply of corn for your horses

{PRACTISE *Practise* drawing, and I am sure by  
 {PRACTICE constant *practice* you will become  
 expert at it

{PRAY *Pray* tell me next how the lion seizes  
 {PREY his *prey*

{SAIL A large top-mast *sail* was sold at  
 {SALE *बिक्री* the *sale* in the auction-room to-day

{SEALING You will find my *sealing*-wax on a  
 {CEILING shelf beneath the *ceiling* of the  
 room

SLIGHT	<i>Slight</i> all such amusements as tricks
SLEIGHT = <i>Sleight</i>	performed by <i>sleight</i> of hand
{ STRAIGHT	We sailed <i>straight</i> across the <i>straits</i> of
{ STRAIT	Dover to Calais
{ VAIN	If that <i>vain</i> fellow cannot spell <i>vern</i> ,
{ VEIN = <i>Vein</i>	signifying a blood-vessel, he should
{ VANE	be set up beside the <i>vane</i> ( <i>weather-cock</i> ) on the stable

## LESSON 16

*Words pronounced almost alike*

ALTER	You will require to <i>alter</i> your opinion
ALTAR	about the position of the <i>altar</i> in the church
BARREN = <i>Barren</i>	A <i>barren</i> country could not have sup-
BARON = <i>Baron</i>	ported so many powerful <i>barons</i> as England did under the Normans
{ BRITON	A <i>Briton</i> is a native of Great <i>Britain</i>
{ BRITAIN	
{ BORN	Shortly after you were <i>born</i> my friend
{ BORNE	was <i>borne</i> by the arm of death across
{ BOURNE	the <i>bourne</i> of life
{ CURRANTS	<i>Currants</i> grow best in a mild climate
CURRENTS	The Rhine and the Rhone have very rapid <i>currents</i>
LEVY	Several recruits of the late <i>levy</i> were on
LEVEE	guard at the Queen's <i>levee</i> last night
LIAR	Although he rudely called you a <i>liar</i> ,
LIER	for saying that he was a great <i>liar</i> in bed, yet you only told him what was too true

MANOR	THE lord of that <i>manor</i> has a very
MANNER	disagreeable <i>manner</i> of speaking
{ METAL	A <i>metal</i> horse cannot be called a horse
{ METTLE	of <i>mettle</i>
{ MINER	One of the <i>miners</i> told me that the
{ MINOR	proprietor was a <i>minor</i>
{ PRINCIPAL	The <i>principal</i> of our College says that
{ PRINCIPLE	acting on sound religious <i>principles</i> should be one of the <i>principal</i> aims of both young and old
SAILOR	Every <i>sailor</i> says that this vessel is a
SAILER	fine <i>sailer</i>
{ STATIONERY	That dealer in <i>stationery</i> has certainly
{ STATIONARY	been very <i>stationary</i> , for he has not removed his place of business for twenty years
{ TREATISE	A lengthened <i>treatise</i> has lately been
TREATIES	published upon the principal <i>treaties</i> of the eighteenth century
{ WEAKLY	He is so <i>weakly</i> in health that I have
WEEKLY	been making <i>weekly</i> visits to see him for months past

### LESSON 17

#### *Words often confounded*

EDITION	In the new <i>edition</i> of that book a large
ADDITION	<i>addition</i> has been made to the first part of it
AFFECT	People that <i>affect</i> too much kindness
EFFECT	seldom <i>effect</i> much in the way of favours.

ALLUSION	The <i>allusion</i> which you made to his
ILLUSION	misconduct seemed more like an <i>illusion</i> ( <i>false show</i> ) on your part than a rebuke
ATTENDANCE	That lady receives but poor <i>attendance</i>
ATTENDANTS	from all her <i>attendants</i> and retainers, as she calls them
CELERY	<i>Celery</i> is a vegetable seldom seen on the
SALARY	dinner table of a person with a small <i>salary</i>
COLONEL	The <i>colonel</i> of the regiment cut the
KERNAL	<i>kernal</i> out of a nut, and gave it to our little boy
CONFIDENT	I am quite <i>confident</i> that I did not
CONFIDANT	divulge your secret to my most intimate <i>confidant</i>
DECEASE	Did you say the <i>decease</i> of your friend
DISEASE	was caused by a lingering <i>disease</i> ?
DEFERENCE	<i>Deference</i> or disrespect towards superiors marks out the main <i>difference</i>
DIFFERENCE	between polite and impolite persons
DESERT	You would only get your <i>desert</i> , for
DESSERT	leaving us in that <i>desert</i> place, if we gave you no <i>dessert</i> after dinner
DOOM	That noble martyr's <i>doom</i> was pronounced in a small room underneath the <i>dome</i> of the church
DOVE	
EMERGED	No sooner had the otter <i>emerged</i> out
IMMERGED	of the brush-wood than it <i>immersed</i> into the water

EMINENT	That <i>eminent</i> statesman was placed in
IMMINENT	<i>imminent</i> danger by the late accident on the railway.
EMIGRATE	People <i>emigrate</i> from one country and
IMMIGRATE	<i>immigrate</i> into another
EXTENT	In the whole <i>extent</i> of the country there
EXTANT	is not <i>extant</i> a finer specimen of ancient writing
GENIUS	It required considerable <i>genius</i> to
GENUS	divide animals into the orders of <i>genus</i> and species
ILLICIT	Although it was stated in his hearing
ELICIT	that he carried on an <i>illicit</i> trade, yet even this remark did not <i>elicit</i> a reply from him
INGENIOUS	Besides being very <i>ingenious</i> in me-
INGENUOUS	chanical contrivances, he is almost amiable and <i>ingenuous</i> companion and friend
LIGHTNING	<i>Lightning</i> struck the mast of the vessel
LIGHTENING	when they were engaged in <i>lightening</i> its burden
LOOSE	The cord about that parcel is so <i>loose</i>
LOSE	that I am afraid you will <i>lose</i> something out of it
MONITORY	<i>Monitory</i> advice from proper person
MONETARY	would be of the greatest service to you in your <i>monetary</i> transactions

ORDINANCE	It was a terrible alternative, to have to
ORDNANCE	enforce an <i>ordinance</i> of the Church by twenty pieces of <i>ordnance</i>
PRESIDENT	The <i>president</i> stated that such a deviation
PRECEDENT	from the understood rules of the society had no <i>precedent</i> in its history
PRICE	The high <i>price</i> you have paid for so
PRIZE	small an article shows that you must <i>prize</i> it very highly
PROPOSITION	In this <i>proposition</i> there is not a
PREPOSITION	single <i>preposition</i> .
SCULPTOR	To be a good <i>sculptor</i> , one must study
SCULPTURE	the art of <i>sculpture</i> under a distinguished master
SPECIOUS	Was it not a <i>specious</i> excuse which he
SPACIOUS	made for not showing us what he called his <i>spacious</i> room ?
TOUR	During his <i>tour</i> in and about London
TOWER	he omitted to visit the famous <i>Tower</i> .

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### LESSON 18

#### *Appropriate Collective Nouns*

An <i>army</i> of soldiers	A <i>crew</i> of sailors
A <i>batch</i> of bread	A <i>crowd</i> of people
A <i>bouquet</i> of flowers	A <i>detachment</i> of soldiers.
A <i>brood</i> of chickens	A <i>drove</i> of cattle
A <i>chorus</i> of singers	A <i>fleet</i> of ships
A <i>bunch</i> of grapes	A <i>flight</i> of birds
A <i>bunch</i> of keys	A <i>flock</i> of sheep
A <i>chain</i> of mountains	A <i>forest</i> of trees
A <i>grove</i> of trees	A <i>galaxy</i> of beauties.
A <i>consignment</i> of goods	A <i>gang</i> of robbers.

• A <i>garland</i> of flowers	A <i>stud</i> of horses
A <i>group</i> of islands	A <i>suit</i> of clothes
A <i>heap</i> of stones	A <i>swarm</i> of ants
A <i>herd</i> of deer	A <i>team</i> of horses
A <i>hive</i> of bees	A <i>train</i> of wagons
• A <i>horde</i> of pirates	• A <i>couple</i> = 2
• A <i>house</i> of senators	• A <i>pair</i> = 2
• A <i>library</i> of books	• A <i>score</i> = 20.
• A <i>lock</i> of hair	• A <i>dozen</i> = 12
A <i>pack</i> of hounds	• A <i>gross</i> = 12 <i>dozen</i> = 144
• A <i>retinue</i> of followers	

## LESSON 19

*Sentences Often Confounded*

- (a) This boy writes too fast  
 (b) This boy writes very fast
- (a) He has purchased a dozen oranges  
 (b) He has purchased a dozen of oranges
- (a) The last boy of this class is absent from school  
 (b) The last boy but one of this class is absent from school
- (a) A horse of my uncle's has become lame  
 (b) My uncle's horse has become lame
- (a) My father has a red and white cow  
 (b) My father has a red and a white cow.
- (a) My eldest brother loves him more than I  
 (b) My eldest brother loves him more than me.
- (a) They dwelt, loved by God and man.  
 (b) They dwelt, loving God and man
- (a) Did you see my agents at Calcutta ?  
 (b) Did you see my Calcutta agents ?
- (a) He would do it if he could  
 (b) He could do it if he would
- (a) I met my friend at the Railway Station  
 (b) I met with my friend at the Railway Station.



- (a) He came late to school
- (b) He came lately to school
- (a) He went home direct
- (b) He went home directly
- (a) Hari is better than any boy in the 3rd class
- (b) Hari is better than any other boy in the 3rd class
- (a) He asked the prisoner
- (b) He asked for the prisoner
- (a) I have lived in Madras two months
- (b) I lived in Madras two months
- (a) He reached Madras in the same time as I did
- (b) He reached Madras at the same time as I did
- (a) I will dismiss you and you should be ruined
- (b) I will dismiss you and you will be ruined
- (a) Did you not go to Madras ? Yes
- (b) Did you not go to Madras ? No
- (a) He tried not to swallow the medicine
- (b) He did not try to swallow the medicine
- (a) He reads as well as writes
- (b) He reads as well as he writes
- (a) I consulted the Doctor
- (b) I consulted with the Doctor
- (a) He is gone home
- (b) He has gone home
- (a) He has got half a rupee
- (b) He has got a half-rupee
- (a) He could not do it in time
- (b) He could do it in no time
- (c) He could do it at no time
- (a) I know English and French
- (b) I know the English and the French
- (a) He took her to wife
- (b) He took her to his wife
- (c) He took her for his wife

- (a) He has left Agra
- (b) He has left for Agra
- (a) He was little pleased with it
- (b) He was a little pleased with it
- (a) He did it wrong
- (b) He did it wrongly
- (a) He is wearied with travelling
- (b) He is wearied of travelling
- (a) I do not believe him
- (b) I do not believe in him
- (a) The boys are most persevering
- (b) The boys are mostly persevering
- (a) He thought little of changing his name
- (b) He little thought of changing his name
- (a) I have none to speak
- (b) I have none to speak to
- (a) He is in possession of the king
- (b) He is in the possession of the king

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## LESSON 20

### *Different Applications of Words*

**Dead** — *A dead language, dead matter; dead darkness, a dead calm, dead sleep, dead halt, dead weight, a dead lock, a dead capital, a dead stock, dead heat, a dead fire, a dead level, a dead wall*

**Free** — *Free admission, free agency, a free chapel, a free church, a free city, a free port, a free school, a free town, free wind, free States, a free will*

**Fresh** — *Fresh flowers, fresh complexion; fresh beauty, fresh vegetables, fresh eggs, a fresh supply;*

*fresh* tea, *fresh* news, *fresh* water, *a fresh* hand, *fresh* vigor, *fresh* meat

**High.**—*A high* mountain, *high* time, *high* admiral, *high* commission court, *high* day, *high* life, *high* noon, *a high* school, *high* tide, *high* water, *high* wine, *high*-priced, *high*-aspiring

**Holy** —*Holy* sabbath, *holy* oil, *holy* alliance, *holy* water, *a holy* week, *a holy* writ

**Long** —*Long* live, *long* session, *a long* debate, *a* mile *long*, *a long* face, *long*-armed, in the *long* run, *long* cloth, *long* clothes, *a long* dozen, *a long* vacation, *long* home

**Light** —*Light* colour, *light* complexion; *light* food, *light* troops, *light* snow, *light* mind, *a* woman of *light* carriage, *light* faith, *a light* wife, *light* sails; he *lighted* off the camel

**Sharp** —*A sharp* point, *sharp* countenance, *a sharp* sound, *a sharp* note, *a sharp* pain, *a sharp* rebuke, *a sharp* eye, *a sharp* customer, *a sharp* contest, *sharp* sand, *sharp*-toothed, *sharp* wind.

**Heavy** —*A heavy* load, *a heavy* heart, *a heavy* calamity, *heavy* taxes, *heavy* eyes, *a heavy* style, *heavy* hours, time lies *heavy* on him who has no employment, oily food is *heavy* to the stomach, *a heavy* debt

**Round** —*A round* ball, *a round* sum, *a round* number, *a round* of applause, let us go *round*, *all round*

**Odd**—An *odd* number, an *odd* man, an *odd* phenomenon, an *odd* way, at *odd* times, 50 *odd* rupees, at *odds*

**Good**.—A *good* deed a *good* claim; a *good* argument, this fruit will keep *good* the whole year, a *good* apple, a *good* station for a camp; a *good* harbour; a *good* physician

**Sound**—*Sound* timber, a *sound* limb, a *sound* tooth, a *sound* body. *sound* health a *sound* beating; a *sound* mind.

**Healthy**—A *healthy* climate, a *healthy* exercise, *healthy* recreations, a *healthy* constitution

**Liberal**—A *liberal* donation, a *liberal* mind, *liberal* policy, a *liberal* education, a *liberal* discharge of matter, a *liberal* construction; *liberal* arts; *liberal* to the poor, *liberal* of praise

**Cold**—A *cold* lover, a *cold* temper; a *cold* discourse, a *cold* jest, a *cold* look; a *cold* reception

**Common**.—A *common* soldier a *common* cause, *common* prayer, *common* report, a *common* woman, a *common* noun

**Sweet**—A *sweet* rose; a *sweet* voice, a *sweet* face; *sweet* water *sweet* oranges, *sweet* manners, a *sweet* singer, *sweet* milk, the meat is *sweet*

**Hard**—*Hard* wood, a *hard* lesson, a *hard* task, a *hard* way, *hard* labour, *hard* service, a *hard* master, a *hard* heart, *hard* words, a *hard* case, a *hard* winter, *heard* times, *hard* water

**Thick**—*Thick* water, *thick* paper, a *thick* forest; a *thick* utterance.

## CHAPTER IV

## PARTS OF SPEECH DISTINGUISHED

## LESSON 1

## 1. In.—

- 1 She is *in* the house —Preposition
- 2 Is she *in* ?—Adverb
- 3 She is an *in-door* patient —Adjective

## 2. Off.—

- 1 A horse ran *off* —Adverb
- 2 He eats *off* a wooden plate —Preposition
- 3 The *off* horse hurt his leg —Adjective
- 4 She speaks fluently *off hand* —Adverb

## 3. Any —

- 1 Have you *any* money ?—Adjective
- 2 If *any* lack wisdom, let him ask of God —  
Noun
- 3 There was not *anything* in that bag —Noun

## 4. Only.—

- 1 John is my *only* son —Adjective
- 2 I have *only* two —Adverb
- 3 You may go, *only* attend to what I have  
said —Conjunction (=but)

## 5. Very —

- 1 You are the *very* man I want —Adjective
- 2 He came *very* late —Adverb

## 6. Then —

- 1 I saw him *then* —Adverb
- 2 Am I, *then*, to slay ?—Conj

- 3 He resigned *then* and there —Adverb.
- 4 Is he guilty? *then* he will be punished.—Conj
- 5 The *then* principal —Adverb used as Adjective

7. Yet.—

- 1 Are you sleeping *yet* ?—Adverb
- 2 Though he slay me, *yet* will I trust in him —  
Correlative Conj

8 Dogs.—

- 1 He *dogs* my steps —Verb
- 2 Some *dogs* are very fierce—Noun
- 3 Let it go to the *dogs* —Noun
- 4 I have been pursued, *dogged* and waylaid —  
Participle

9. But.—

- 1 I have *but* three left —Adverb
- 2 He heard it, *but* he heeded not —Conj
- 3 All *but* children will be admitted —Preposi-  
tion
- 4 There is no one *but* likes him,—Relative  
Nominative to *likes*
- 5 Who knows *but* he will improve *But* may be  
parsed as either Conj or Preposition

10 Since —

- 1 *Since* ten o'clock he has been writing this  
letter —Preposition.
- 2 I told him long *since* —Adverb
- 3 *Since* you are here, stay —Conjunction
- 4 *Since* the world began —Rel. Adv. or Conj

## 11 Calm —

- 1 There was a great *calm* —Noun
- 2 It was a *calm* day —Adjective
- 3 He could not *calm* my fears —Verb

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 LESSON 2

## 1 Enough.—

- 1 You will be good *enough* —Adverb.
- 2 I have had *enough* —Noun
- 3 *Enough* money has been spent on it —Adj
- 4 We have not men *enough* —Adjective

## 2 As —

- 1 Do *as* you like —Adverb
- 2 *As* he is idle, I must dismiss him —Conj
- 3 Such statement *as* I used to have —Relative  
governed by *to have*
- 4 You are late again, *as* usual —Relative Nomina-  
tive to *is understood*
- 5 This will serve us *as* ink —Rel Adverb
- 6 His statement is *as* follows —Rel Nominative  
*to follows*
- 7 The arguments were *as* follow —Rel Nomina-  
tive to *follow*

## 3 That.—

- 1 *That* boy was absent yesterday —Demonstra-  
tive Adj
- 2 That woman *that* you saw yesterday is dead —  
Relative Pronoun
3. They said *that* they did not want me —Conj

4. *That* is a good book —Adj used as Noun
5. He mistook his room for *that* of the stranger.—  
Demo Pronoun
6. That *that* is a relative —Noun.
7. Now *that* you have done your work, you may  
go home —Conj (=because)

4 Post —

- 1 Who goes to the *post* office ?—Adjective.
- 2 May I *post* your letter ?—Verb,
- 3 What *post* does he hold ?—Noun

5. Box.—

- 1 Put the money into the *box* —Noun
- 2 Did he *box* your ears ?—Verb
- 3 It is made of *box* wood —Adj.

6. Both —

- 1 *Both* countries were eager for war —Adj.
- 2 *Both* of them have left —Noun
- 3 He *both* reads and writes —Conjunction.

7 Before.—

- 1 He died not long *before* —Adverb
- 2 She left *before* I arrived —Conjunction
- 3 He came before me —Preposition

8 Save —

- 1 All were lost *save* my brother —Preposition
- 2 I am not able to *save* anything at present —  
Verb

9 Better —

- 1 I wish to *better* my circumstances —Verb
2. You are a *better* grammarian than he.—  
Adjective



3. He is *better* acquainted with geography than you —Adverb

10 .No —

1 *No*, he had no food to-day —Adverb

2 No, he had *no* food to-day —Adj.

3 We saw him *no* more —Adverb

4 He said '*no*'.—Noun

### LESSON 3

1 However —

1 *However* good he may be —Adv

2 You ought to be punished, *however*, I will let you off this time —Conj

3 You might, *however*, allow me to go —Conj

2 For —

1. My love *for* them is sincere —Prep

2 Walk fast, *for* it is nearly ten —Conj

3 He has been sent *for* —Prep used as Adv

3 Still —

1 With his name the mothers *still* their babes —Verb

2 You should sit *still* —Adj

3 The *still* of mid-night — Noun

4 It hath been anciently reported, and is *still* received —Adv

4. Light —

1 He calls for a *light* —Noun

2 We *light* the gas in our house —Verb.

3 Gas is a *light* substance —Adj

4 A *light* wife makes a heavy husband.—Adj

5. The ship returned *light* —Adj

## 5 Account —

1 We place a grave charge to your *account* —  
Noun

2 How do you *account* for this ?—Verb

3 An *account* book is that in which merchants  
enter their accounts —Adj

## 6. What —

1 *What* does he want ?—Interrog Pronoun

2 *What* books do you read ?—Interrog Adj

3 We soil our hands by touching *what* is un-  
clean —Comp Relative

4 I know *what* qualities you desire in a friend —  
Adj

5 *What* by force, *what* by policy.—Adv  
(=partly)

## 7. Either.—

1 . *Either* book will do —Adjective

2 *Either* you go or I go —Conj.

## 8. One.—

1 *One* does not know what to make of it —In-  
definite Pronoun

2 All creatures love their young *ones* —Noun

3 Take this book, and give me that *one* —Pron

## 9 SO —

1 If you are busy, say *so* —Pron (=it)

2 I am sorry and *so* is he —Adjective

3 I went out for an hour or *so* —Pronoun

4 Speak *so* as to be heard by all.—Adverb

## 10. All —

1. *All* of us perished —Adj used as Noun
- 2 He rushed up *all* out of breath —Adv (= *entirely*)
- 3 The men *all* perished —Adj to men
- 4 *All* is in vain, he will not help us at *all* —  
Noun

## LESSON 4

## 1. Some —

- 1 *Some* men have arrived —Adjective
- 2 *Some* are born deaf —Adj used as Noun
3. *Some* twenty men have done it —Adv modifying *twenty*
- 4 *Some* how or other.—Adj qualifying *how*

## 2 Much.—

- 1 He does not eat *much* food —Adjective.
- 2 He is *much* better now —Adverb
- 3 He cannot do *much* —Noun

## 3 Dun —

- 1 The *dun* pony has done a large amount of work to-day —Adjective
- 2 Why do you *dun* him so much for payment of the debt —Verb

## 4 Head —

- 1 My *head* aches —Noun
- 2 Does your son *head* the list ?—Verb
3. He was *head and ears* in debt —Adv Phrase.

## 5 Lead —

- 1 Can you *lead* (Verb) me through the wood to the *lead* (Adj) mines ?
- 2 *Lead* is a metal of a dull white colour —Noun.
- 3 I want a *lead* pencil.—Adj

## 6 Wind —

- 1 *Wind* (Verb) a cord round your papers, or the *wind* (Noun) will blow them away

## 7. Use —

- 1 You may *use* (Verb) this book for two days, if you promise to make a good *use* (Noun) of it

## 8. Desert.—

- 1 If he *desert* (Verb) his friend in the *desert* (Noun) both may lose their way.

## 9 Discount —

- 1 What *discount* (Noun) do they give when they *discount* (Verb) a bill ?

## CHAPTER V.

## ACTIVE AND PASSIVE FORMS.

## LESSON 1

*Conversion of Active into Passive*

<i>Active</i>	Contentment produces happiness
<i>Passive</i>	Happiness is produced by contentment.
<i>Active</i>	Virtue ennobles the mind
<i>Passive</i>	The mind is ennobled by virtue
<i>Active</i>	Modesty enhances merit
<i>Passive</i>	Merit is enhanced by modesty.

<i>Active</i>	Want follows improvidence
<i>Passive</i>	Improvidence is followed by want
<i>Active</i>	Regularity hastens the despatch of business
<i>Passive</i>	The despatch of business is hastened by regularity
<i>Active</i>	Beautiful objects everywhere surround us
<i>Passive</i>	We are everywhere surrounded by beautiful objects
<i>Active</i>	We should never practise dissimulation
<i>Passive</i>	Dissimulation should never be practised by us
<i>Active</i>	We may derive many useful lessons from the lower animals
<i>Passive</i>	Many useful lessons may be derived by us from the lower animals
<i>Active</i>	He answered the questions in the affirmative
<i>Passive</i>	The questions were answered by him in the affirmative
<i>Active</i>	The battle of Bannockburn confirmed the independence of Scotland
<i>Passive</i>	The independence of Scotland was confirmed by the battle of Bannockburn
<i>Active</i>	No one attains greatness without labour
<i>Passive</i>	Greatness is attained by none without labour
<i>Active</i>	All men ought to practise self-denial
<i>Passive</i>	Self-denial ought to be practised by all men

*Active* .. Everything in nature proclaims the goodness of God

*Passive* . The goodness of God is proclaimed by everything in nature.

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## LESSON 2

### *Conversion of Active into Passive*

*Active*        The master struck me

*Passive*      I was struck by the master

*Active*        We plucked some mangoes

*Passive*      Some mangoes were plucked by us

*Active*        The dog chased the hare

*Passive*      The hare was chased by the dog

*Active*        The cat killed the mouse

*Passive*      The mouse was killed by the cat

*Active*        The mouse ate the cheese

*Passive* .    The cheese was eaten by the mouse

*Active*        The shepherd shears the sheep

*Passive*      The sheep are shorn by the shepherd.

*Active*        I shall feed the cow

*Passive* .    The cow will be fed by me

*Active*        You should bring some wheat

*Passive*      Some wheat should be brought by you

*Active*        He has forsaken his friends

*Passive*      His friends have been forsaken by him

*Active*        He will break his mother's heart

*Passive*      His mother's heart will be broken by him.

*Active*        I am ringing the bell

*Passive* ..    The bell is being rung by me.

<i>Active</i>	The man killed a lion
<i>Passive</i>	A lion was killed by the man
<i>Active</i>	Temperance preserves the health
<i>Passive</i>	The health is preserved by temperance
<i>Active</i>	Joy suggests pleasant thoughts
<i>Passive</i>	Pleasant thoughts are suggested by joy.
<i>Active</i>	Punctuality procures confidence
<i>Passive</i> .	Confidence is procured by punctuality.
<i>Active</i>	Diligence ensures success
<i>Passive</i> .	Success is ensured by diligence

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### LESSON 3

#### *Conversion of Passive into Active*

<i>Passive</i>	My ear was deafened with the roar of the cataclact
<i>Active</i>	The roar of the cataclact deafened my ear
<i>Passive</i>	A leader was found by the Welsh
<i>Active</i>	The Welsh found a leader
<i>Passive</i>	A camel was lost by us in the desert
<i>Active</i>	We lost a camel in the desert
<i>Passive</i>	The castle was destroyed by the barons
<i>Active</i>	The barons destroyed the castle
<i>Passive</i>	Tea is grown by the Chinese
<i>Active</i> .	The Chinese grow tea
<i>Passive</i>	A wreath of flowers was made by us
<i>Active</i>	We made a wreath of flowers
<i>Passive</i>	Then land was cultivated by the bar- barians
<i>Active</i> . .	The barbarians cultivated their land

*Passive* . . The mines are worked by many of the inhabitants.

*Active* . . Many of the inhabitants work the mines

*Passive* . The work of their hands was blessed by God.

*Active* .. God blessed the work of their hands.

#### LESSON 4.

##### *Additional Examples of Change of Voice.*

*Active* .. His conduct displeased me

*Passive* .. I was displeased at his conduct

*Active* . Little satisfies him

*Passive* .. He is satisfied with little

*Active* . That does not surprise me

*Passive* ... I am not surprised at that.

*Active* . The book contains much information

*Passive* .. Much information is contained in the book.

*Active* .. His master took him to task.

*Passive* . He was taken to task by his master

*Active* ... They refused him admission

*Passive* He was refused admission by them

*Active* . Touch me if you dare.

*Passive* .. Let me be touched by you if you dare

*Active* . . The king banished him the country

*Passive* . He was banished the country by the king.

*Active* . . People think you to have done this

*Passive* . You are thought to have done this.

*Active* . They laughed at him

*Passive* .. He was laughed at by them.

*Active* . The enemy took him prisoner.



<i>Passive</i>	He was taken prisoner
<i>Active</i>	<i>They</i> ran the race well <del>run</del>
<i>Passive</i>	The race was run well
<i>Active</i>	Having crossed the bridge, they attacked the enemy
<i>Passive</i>	The bridge, having been crossed, the enemy were attacked by them
<i>Active</i>	The conqueror offered them their lives
<i>Passive</i>	1 Their lives were offered <i>them</i> by the conqueror
	2 They were offered <i>their lives</i> by the conqueror
<i>Active</i>	His master forgave him his fault.
<i>Passive</i>	1 His fault was forgiven <i>him</i> by his master
	2 He was forgiven <i>his fault</i> by his master
<i>Active</i>	My friend refused me this favour
<i>Passive</i>	1 This favour was refused <i>me</i> by my friend
	2 I was refused <i>this favour</i> by my friend.

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## CHAPTER VI.

### THE CONVERSION OF SENTENCES

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#### LESSON I

*Conversion of Assertive into Interrogative.*

- A The man struck the dog  
 I Did the man strike the dog ?

- A The stars are shining  
I Are the stars shining ?  
A The child sleeps soundly  
I Does the child sleep soundly ?  
A He goes back to-morrow  
I Does he go back to-morrow ?  
A The grass is quite green  
I Is the grass quite green ?  
A You dress in a slovenly manner.  
I Do you dress in a slovenly manner ?  
A The horse threw him this morning  
I Did the horse throw him this morning ?  
A No man of sense will ever do so  
I Will any man of sense ever do so ?
- 

## LESSON 2.

### *Conversion of Interrogative into Assertive*

- I Did he forsake his friend ?  
A He forsook his friend  
I Do prisoners sometimes break loose from jail ?  
A Prisoners sometimes break loose from jail  
I Did he lose his appointment ?  
A He lost his appointment  
I Must all sleep the sleep of death ?  
A All must sleep the sleep of death  
I Did the enemy's ships sink ?  
A The enemy's ships sank  
I Has the woman weak sight ?  
A The woman has weak sight  
I Did they know one another in childhood ?  
A They knew one another in childhood

## LESSON 3

*Conversion of Affirmative into Negative.*

A I rang the bell

N I did not ring the bell

A I shrink from the contest.

N. I do not shrink from the contest.

A He bound him with an iron chain

N He did not bind him with an iron chain.

A. She tore up the document

N She did not tear up the document

A He bent the hearts of the people to his will

N He did not bend the hearts of the people to  
his will

A. They mis-spelt the words

N They did not mis-spell the words

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 LESSON 4
*Conversion of Negative into Affirmative.*

N. Printers do not use type.

A. Printers use type

N He durst not plunge into the sea

A He dared plunge into the sea

N. We did not go home to-day

A. We went home to-day

N. Do not blazon his fault abroad

A Let his fault be blazoned abroad.

N Do not dye the leather black

A. Dye the leather black

N We did not draw lots for it.

A. We drew lots for it

LESSON 5.

*Conversion of Assertion into Questions of Appeal.*

- A. Violets smell sweet  
Q. Do not violets smell sweet ?  
A. Grass is green  
Q. Is not grass green ?  
A. The water of the sea is salt  
Q. Is not the water of the sea salt ?  
A. My father died when I was a child.  
Q. Did not my father die when I was a child ?  
A. The copy is neatly written  
Q. Is not the copy neatly written ?  
A. The Taj Mahal is a magnificent building  
Q. Is not the Taj Mahal a magnificent building ?  
A. Corn is cheap in India  
Q. Is not corn cheap in India ?  
A. God is almighty and all-wise  
Q. Is not God almighty and all-wise ?  
A. Arab horses are highly prized  
Q. Are not Arab horses highly prized ?  
A. The cow is an useful animal  
Q. Is not the cow an useful animal ?  
A. The wolf belongs to the dog family  
Q. Does not the wolf belong to the dog family ?
- 

LESSON 6

*Conversion of Assertions into Questions of Appeal*

- A. God governs the world  
Q. Does not God govern the world ?  
A. We should obey our parents  
Q. Should we not obey our parents ?  
A. All men hope to live a long time  
Q. Do not all men hope to live a long time ?

- A The surface of the earth consists of land and water
- Q Does not the surface of the earth consist of land and water ?
- A He answered all the questions correctly
- Q Did he not answer all the questions correctly ?
- A We shall all die
- Q Shall not we all die ?
- A The candidates are to be examined on Monday
- Q Are not the candidates to be examined on Monday ?
- A We are indebted to the vegetable kingdom for a greater part of our clothing
- Q Are we not indebted to the vegetable kingdom for a great part of our clothing ?
- A From infancy to manhood is rather a tedious period
- Q Is it not rather a tedious period from infancy to manhood ?
- A No man will venture to maintain this
- Q Will any man venture to maintain this ?
- A This is what he has most at heart
- Q Is it not what he has most at heart ?

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### LESSON 7

#### *Conversion of Assertion into Exclamation*

- A It is very cold.
- E How cold it is !
- A It is a stormy day
- E What a stormy day it is !
- A It was a dark night
- E What a dark night it was !
- A The weather is very uncertain
- E How uncertain is the weather !

A The dog is very sagacious

E How sagacious is the dog !

A. The empire of God is vast

E How vast is the empire of God !

A. The clouds whirl along with fearful swiftness.

E. With what fearful swiftness the clouds whirl along !

A The train is moving with great rapidity

E With what rapidity the train is moving !

A. Our hopes are often deceived

E How often our hopes are deceived !

A. Our hopes are frequently frustrated

E. How frequently our hopes are frustrated !

A. There is a great variety of animals in the sea

E. What a variety of animals there is in the sea !

A. Harmony exists in the order of nature

E. What a harmony exists in the order of nature

A The sun is a glorious object,

E What a glorious object the sun is !

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## LESSON 8

### *Conversion of Direct into Indirect Question.*

*Dir* Q Where is the city gate ?

*Indir* Q Please tell me where the city gate is.

*Dir* Q Why *did* I *speak* ?

*Indir* Q He asked me why I *spoke*.

*Dir* Q. . What is water ?

*Indir.* Q . . Every one knows what water is.

*Dir* Q When *will* the master *come* ?

*Indir.* Q . Tell me when the master *will come*.

*Dir* Q . What o'clock is it ?

*Indir.* Q. ... Please tell me what o'clock it is.

- Dvr.* Q . Where *did* the camel come from ?
- Indvr.* Q He asked me where the camel *came* from.
- Dvr.* Q Did you pay the full price of the picture you bought ?
- Indvr.* Q Tell me whether you paid the full price of the picture you bought
- Dvr.* Q . How much pay does he get ?
- Indvr.* Q. . I wish to know how much pay he gets.
- Dvr.* Q When was the battle of Panipat fought?
- Indvr.* Q . State when the battle of Panipat was fought.
- Dvr.* Q. . Where *is* the island of St Helena on the map ?
- Indvr.* Q Tell me where the island of St Helena on the map *is*

---

### LESSON 9

#### *Conversion of Assertions into Questions.*

- A. To promise is easy
- Q Is it easy to promise ?
- A To perform is difficult
- Q Is it difficult to perform ?
- A. To walk in the fields is pleasant
- Q Is it pleasant to walk in the fields ?
- A The tumult of the battle has ceased
- Q Has the tumult of the battle ceased ?
- A. Their ranks broke like thin clouds
- Q. Did then ranks break like thin clouds ?
- A. The joys of youth quickly vanish.
- Q Do the joys of youth quickly vanish ?
- A Poverty often keeps friends away
- Q. Does poverty often keep friends away. ?

## LESSON 10.

*Conversion of Simple into Complex Sentences.*

- Simple*            His success is doubtful
- Complex.*     . It is doubtful whether he will succeed.
- Simple.*       . I beg your pardon
- Complex*     . I beg that you may pardon me
- Simple*       . No one knows the time of his death
- Complex*       No one knows when he died
- Simple*       . You will find it everywhere.
- Complex*     ... You will find it wherever you go.
- Simple*       . I have no body to converse with.
- Complex.*     . I have no body with whom I may converse
- Simple.*       . I believed you to be a good man
- Complex.*     . I believed that you were a good man.
- Simple.*       . I like you to be punished.
- Complex.*     . I like that you should be punished
- Simple*       . He is a fool with all his learning
- Complex*       He is a fool though he possesses much learning
- Simple*       . On my return from school I met my friend
- Complex.*     As I returned from school I met my friend
- Simple*       After finishing his lecture he went away
- Complex*     ... After he finished his lecture, he went away
- Simple*       . What do you lose by doing so?
- Complex*     . What do you lose if you do so ? ,



<i>Simple</i>	You must not be absent without permission
<i>Complex</i>	. You must not be absent unless you receive permission

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## LESSON 11

### *Examples of Verbs used both Transitivity and Intransitively*

<i>Trans</i>	He <i>stops</i> the ball
<i>Intrans</i>	The ball <i>stops</i>
<i>Trans</i>	I <i>hear</i> a bird sing
<i>Intrans</i>	A deaf man cannot <i>hear</i>
<i>Trans</i>	The Sepoy <i>rings</i> the bell
<i>Intrans</i>	The bell <i>rings</i>
<i>Trans</i>	I <i>grow</i> plants in my garden
<i>Intrans</i>	This plant <i>grows</i> fast
<i>Trans</i>	He <i>fills</i> the vessel with water
<i>Intrans</i>	The well <i>fills</i> with water
<i>Trans</i>	The child <i>broke</i> his glass toy
<i>Intrans</i>	The waves <i>broke</i> on the seashore
<i>Trans</i>	This boy has <i>struck</i> his companion
<i>Intrans</i>	The clock has <i>struck</i>
<i>Trans</i>	He <i>grieved</i> his friend
<i>Intrans</i>	He <i>grieves</i> for his friend
<i>Trans</i>	<i>Move</i> the coat from this chair
<i>Intrans</i>	The moon <i>moves</i> round the earth
<i>Trans</i>	The fire has <i>burnt</i> the house down.
<i>Intrans</i>	The fire has been <i>burning</i> a long while

*Trans* ... I wish you would *turn* the dog out of  
the garden.

*Intrans* . The wheel was *turning* quickly.

*Trans* They *sank* the enemy's ships

*Intrans* The enemy's ships *sank*.

## CHAPTER VII

### COMMON MISTAKES WITH CORRECTIONS.

#### LESSON 1

<i>Mistakes</i>	<i>Corrections</i>
1 Where he has gone ?	Where has he gone ?
2 Why you tease me ?	Why do you tease me ?
3 Whom you give the book to ?	Whom did you give the book to ?
4 How long you will stay there ?	How long will you stay there ?
5 Why he resigns his post ?	Why does he resign his post ?
6 Where you wish to go ?	Where do you wish to go ?
7 With whom you will stay ?	With whom will you stay ?
8 Where you heard this news ?	Where did you hear this news ?
9 This is whose house ?	Whose house is this ?
10 What fault he has committed ?	What fault has he committed ?
11 What your occupation ?	What is your occupation ?
12 Why you laugh without cause ?	Why do you laugh without cause ?
13 Is here any drum ?	Is there any drum here ?
14 Did you catch fish with rod ?	Did you catch the fish with a rod ?
15 What is price of these pearls ?	What is the price of these pearls ?
16 May I grind this wheat in mill ?	May I grind wheat in this mill ?

#### LESSON 2.

<i>Mistakes</i>	<i>Corrections</i>
1 Poetry is no any use	Poetry is of no use
2 The steamer went up Ganges	The steamer went up the Ganges
3 Why you not learn your lessons ?	Why do you not learn your lessons ?
4 He passed in the examination	He passed the examination
5 From long time I am expecting answer to my letter	For a long time I have been expecting an answer to my letter
6 I came by walking	I came on foot
7 He went in train.	He went by train
8 My brother failed in last December.	My brother failed last December.

9	He will lie lame till he lives	He will lie lame till he dies
10	Why he has gone yesterday ?	Why did he go yesterday ?
11	I am sick from three weeks	I have been ill for three weeks
12	The furnitures were sold by yesterday's auction	The furniture was sold yesterday by auction
13	He told that he will not give my request	He said that he would not grant my request
14	Hearing that, the master got much anger	On hearing that, the master got very angry
15	Until I am studied the subject properly I will not give examination	Until I have studied the subject properly I will not go up for the examination
16	Sleeping fox catches no any poultry	The sleeping fox catches no poultry
17	She is better singer than dancer	She is a better singer than dancer
18	He has good many excellent qualities	He has many excellent qualities
19	Boy and girl are really to blame	The boy and the girl are really to blame
20	Skating on the ice is very dangerous	Skating on ice is very dangerous

### LESSON 3

<i>Mistakes</i>	<i>Corrections</i>
1 He is fool	He is a fool
2 Has master risen ?	Has the master risen ?
3 This is the fine fruit	This is a fine fruit
4 This boy is afraid by a dog	This boy is afraid of a dog
5 She is careful woman	She is a careful woman
6 Your business is now completed	Your work is now finished
7 Whole land is level	The whole land is level
8 Sky is too clear	The sky is very clear
9 He received a severe punishment	He was severely punished
10 Who is making noise ?	Who is making a noise ?
11 What you are saying ?	What are you saying ?
12 There is no any book here	There is no book here
13 Have little patience	Have a little patience
14 There is fakir at door	There is a fakir at the door
15 He has good many friends	He has a good many friends
16 This is a very good bread	This is a very good loaf of bread
17 How many breads you will buy	How many loaves of bread will you buy ?
18 In that what benefit will be ?	What benefit will be derived from that ?
19 Sprinkle little water	Sprinkle some water
20 Send them at my house	Send them to my house

## LESSON 4.

<i>Mistakes</i>	<i>Corrections.</i>
1 I asked his leave, but he de ned me to go	I asked leave of him, but he did not permit me to go
2 My father is angry upon me	My father is angry with me
3 He has got long beards	He has got a long beard
4 My cousin is very drunkard	My cousin is a great drunkard
5 The patience is the great virtue	Patience is a great virtue
6 In this lamp is no oil	There is no oil in this lamp
7. The preparing this statement requires time	The preparing of this statement requires time
8 What you told is quite cor- rect	What you said is quite correct
9 He is very wise to be misled	He is too wise to be misled
10. Camel is found in many parts of the Asia and Africa	The camel is found in many parts of Asia and Africa
11 Do you understand whole affair	Do you understand the whole affair?
12 Spain's capital is Madrid	Madrid is the capital of Spain
13 On what river is Russia's capital situated?	On what river is the capital of Russia situated?
14 They ever chew the tobacco	They always chew tobacco
15 No one has robbed my money	No one has robbed me of my money
16 Translate this in Persian	Translate this into Persian
17 I travelled whole way by walking	I travelled the whole distance on foot
18 He is much better writer than a reader	He is a much better writer than reader
19 French, German and English are very powerful nations	The French, the Germans, and the English are very powerful nations

## LESSON 5.

<i>Mistakes</i>	<i>Corrections</i>
1. He is one clever boy	He is a clever boy
2 Lion is a king of beasts	The lion is the king of beasts
3 The iron is not so heavy as the lead	Iron is not so heavy as lead
4. She is best girl in her class	She is the best girl in her class.
5 Are all boys present?	Are all the boys present?
6 I want apple	I want an apple
7 Bring little bread	Bring a piece of bread
8 Call to the coolies	Call the coolies
9 Be please to forgive me	Please to forgive me
10 This is misfortune	This is a misfortune
11 Have you some leisure?	Have you any leisure?

12	That again say	Say that again
13	They are very liars	They are great liars
14	His heart is too much sad	His heart is very sad
15	Bring hat and whip	Bring me a hat and a whip.
16	This is only pretence	This is only a pretence
17	There do not again go	Do not go there again
18	Here are many flies	There are many flies here
19	They ever tell lie	They always tell lies
20	Say me that why you are angry	Tell me why you are angry
21	I wish to admit in this school	I wish to be admitted into this school
22	He ever learns his lesson	He always learns his lessons
23	I was gone to Benares yes terday	I went to Benares yesterday
24	River of Amazon is a too large river	The Amazon is a very large river
25	She told she will call on my mother	She told me that she would call on my mother
26	I thumped him because he said me a fool	I thumped him because he called me a fool
27	Say me what I am to do	Tell me what I have to do.

## LESSON 6

*Mistakes**Corrections*

1	I <i>will</i> not be able to come to school	I <i>shall</i> not be able to come to school
2	I <i>will</i> be obliged not to come to school	I <i>shall</i> be obliged not to come to school
3	I <i>will</i> be sorry to punish you	I <i>shall</i> be sorry to punish you
4	I think it <i>shall</i> rain to night	I think it <i>will</i> rain to night
5	Until I <i>will</i> die I <i>shall</i> never desert you	Until I die I <i>will</i> never desert you
6	I hope I <i>will</i> pass	I hope I <i>shall</i> pass
7	<i>Will</i> I go home?	<i>Shall</i> I go home?
8	I said that I <i>shall</i> read	I said that I <i>should</i> read
9	He said that he <i>will</i> not come	He said that he <i>would</i> not come
10	The wound <i>will</i> kill him were it not for his great strength	The wound <i>would</i> kill him, were it not for his great strength
11	<i>Shall</i> you go to the auction?	<i>Will</i> you go to the auction?
12	I <i>will</i> be glad to see you	I <i>shall</i> be glad to see you
13	If he were in town, he <i>should</i> be present	If he were in town, he would be present
14	I say that you <i>will</i> write	I say that you <i>shall</i> write
15	If he has arrived, he <i>shall</i> be here soon	If he has arrived, he <i>will</i> be here soon
16	If you go home tomorrow you <i>shall</i> be in time	If you go home tomorrow, you <i>will</i> be in time
17	If he is here I <i>will</i> see him	If he is here I <i>shall</i> see him
18	You <i>would</i> obey your parents	You <i>should</i> obey your parents.

## LESSON 7.

<i>Mistakes.</i>	<i>Corrections</i>
1 Put a thing to test	Put a thing to <i>the</i> test
2 Take a visit	Make or pay a visit
3 He keeps too much kindness upon me	He is very kind to me
4 He does nothing but complains	He does nothing but complain.
5 He spilled the rupees	He dropped the rupees
6 He blotted my coat.	He stained my coat
7 Sir, I come to take your certificate	Sir, I came to get a certificate from you.
8 Bid my compliments to your brother	Give my compliments to your brother
9 In India, wood is used in fuels	In India, wood is used for fuel.
10 No sooner the sun rises than the dew is all dried up	No sooner is the sun risen than the dew is all dried up
11 Sir, I request you for a free-ship	Sir, I request you to grant me a freeship
12 He was twice failed	He failed twice
13 I did not get the answer of my letter.	I did not get an answer to my letter
14. When I left school, I went straight at my house.	When I left school, I went straight home
15 I called at your house to day but you were not <i>present</i>	I called at your house to-day, but you were not at <i>home</i>
16 Tell my compliments to your father	Give my compliments to your father

## CHAPTER VIII

## DIRECT AND INDIRECT SPEECH.

## LESSON 1

*Conversion of Direct into Indirect Form*

*Direct* .. Mohan says 'I am writing a letter to my father'

*Indirect* Mohan says that he is writing a letter to his father

*Direct* . Hari said 'I was going home'

*Indirect* . Hari said that he was going home.

<i>Direct</i>	. . I said to him, 'You are the man that I want'
<i>Indirect</i>	. I told him that he was the man that I wanted
<i>Direct</i>	The master said to me, 'Do not talk nonsense, or I shall be angry'
<i>Indirect</i>	The master told me not to talk nonsense, or he should be angry
<i>Direct</i>	He said to me, 'Were you once in the army'
<i>Indirect</i>	He asked me if I had been once in the army
<i>Direct</i>	I said to him, 'Are you a sailor'
<i>Indirect</i>	I asked him if he were a sailor
<i>Direct</i>	You said to him, 'Where did I go yesterday'
<i>Indirect</i>	You asked him where you had gone yesterday
<i>Direct</i>	She exclaimed, 'O Malleer, Malleer! savage beast! See what you have done'
<i>Indirect</i>	. She exclaimed and drew the attention of the Malleer to what he had done

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## LESSON 2.

### *Conversion of Direct into Indirect Form*

<i>Direct</i>	He said to me, 'Fetch me that book'
<i>Indirect</i>	He asked me to fetch him that book
<i>Direct</i>	The teacher said to me, 'Stand on the bench'
<i>Indirect</i>	The teacher <i>ordered</i> me to stand on the bench
<i>Direct</i>	He told me this morning, 'I shall not come to school to-day'

- Indirect* .. He told me this morning that he would not come to school to-day
- Direct* ... 'Let the woman mount with her child, and take the beast away,' was the king's order.
- Indirect* . The king ordered the woman to mount the beast with her child and take it away.
- Direct* . . 'What a fool is this fellow,' says the man.
- Indirect* . The man says what a fool that fellow is.
- Direct* ∴ 'Play, friend,' said a man, 'is that ass your own ?'
- Indirect* .. A man asked his friend if that ass was his own
- Direct* . He said to me, 'May you be happy.'
- Indirect* He wished that I might be happy
- Direct* . I said to the teacher, 'Please explain the sentence'
- Indirect* . I asked the teacher to kindly explain the sentence
- Direct* . . The beggar said to me, 'May God bless you'
- Indirect* . The beggar prayed that God might bless me.
- Direct* . He asked me, 'How far have you gone in Euclid ?'
- Indirect* . He asked me how far I had gone in Euclid

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### LESSON 3

#### *Conversion of Direct into Indirect Form.*

- Direct* . He said 'Fever' produces thirst.'
- Indirect* ... He said that fever produces thirst



- Direct* . He said 'The Himalayas are the highest mountains in the world'
- Indirect* . . He said that the Himalayas are the highest mountains in the world
- Direct* He said 'Columbus discovered America in 1492.'
- Indirect* He said that Columbus discovered America in 1492
- Direct* I asked him, 'Are you going?' He replied 'yes'
- Indirect* I asked him if he was going and he replied that he was
- Direct* He said 'I hope you are well'
- Indirect* He hoped that I was well ✕
- Direct* He said to me, 'I thank you for your kind enquiries'
- Indirect* He thanked me for my kind enquires
- Direct* 'I have been wondering,' said he, 'how Ned has contrived to monopolize all the talents of the family'
- Indirect* . He said that he had been wondering how Ned had contrived to monopolize all the talents of the family

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#### LESSON 4

##### *Conversion of Direct into Indirect Form*

- Direct* He said to me, 'Am I much changed since you last saw me?'
- Indirect* . . He asked me if he was much changed since I last saw him.

- Direct* . " Burke, I may observe " says the gentleman, ' was an ardent admirer of Milton "
- Indirect* . The gentleman observes that Burke was an ardent admirer of Milton
- Direct* "See," said Franklin, " there is a little man with more riches than he can enjoy. "
- Indirect* . Franklin said that there was a little man with more riches than he could enjoy.
- Direct* I said to him, 'Do not be late or I shall go home '
- Indirect* I told him not to be late or I should go home
- Direct* He said, 'Who has broken it ?'
- Indirect* He asked who had broken it
- Direct* He said to me, 'Were you ever in England ?'
- Indirect* He asked me if I had ever been in England
- Direct* Reynolds says to us, ' If you have great talents, industry will improve them '
- Indirect* Reynolds says to us if we have great talents, industry will improve them
- Direct* The aged worker replied, ' If their shade afford me no pleasure, it may afford pleasure to my children. '
- Indirect* The aged worker replied that if their shade afforded him no pleasure it might afford pleasure to his children

## LESSON 5

*Conversion of Direct into Indirect Form.*

- Direct* 'Will you help me against a wild boar that has insulted me?' asked a horse of a man
- Indirect* A horse asked a man whether he would help him against a wild boar that had insulted him
- Direct* 'Had I but served my God,' exclaimed Wolsey on his death-bed, 'as faithfully as I have my king, He would not have forsaken me in my old age'
- Indirect* Wolsey exclaimed on his death-bed that if he had but served his God as faithfully as he had his king, He would not have forsaken him in his old age
- Direct* ... 'Have you finished your lesson, Gopal?' said Mohan to his son.
- Indirect* Mohan asked his son Gopal whether he had finished his lesson.
- Direct* . . "Tell me, my son," asked the father, "if it is true"
- Indirect* The father asked his son to tell him if it was true
- Direct* "Remain with me," said Hari to the priest
- Indirect* Hari asked the priest to remain with him
- Direct* He said, 'My brother is *now* at home'
- Indirect* He said that his brother was *then* at home

*Direct* . He asked him, "How do you do ? how did you rest in the night ? what is your complaint ? where is your pain ? and what can I do to help you ?"

*Indirect* ... He asked him how he did, how he had rested in the night, what his complaint was, where his pain was, and what he could do to help him.

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### LESSON 6

#### *Conversion of Direct into Indirect Form*

*Direct* He said to me, 'Farewell, su, may we meet again'

*Indirect* . He bade me farewell and wished that we might meet again

*Direct* . He asked the Magistrate, 'Please tell me how much these poor prisoners owe

*Indirect* .. He asked the Magistrate to kindly tell him how much those poor prisoners owed

*Direct* ... 'Hercules,' said she, 'I offer myself to you because I know that you are descended from the gods'

*Indirect* ... She told Hercules that she offered herself to him because she knew that he was descended from the gods

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### LESSON 7.

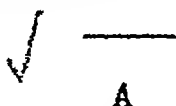
#### *Conversion of Indirect into Direct Form*

*Indirect* Mary begged him not to do so, lest he should tumble into the ditch.

- Direct* Mary said, "Don't do so, lest you will tumble into the ditch"
- Indirect* Rip thought that he had not surely slept there all night
- Direct* "Surely," thought Rip, "I have not slept here all night"
- Indirect* The first man said that he had done no wrong, but that the chief witness against him had told a lie
- Direct* The first man said, "I have done no wrong, but the chief witness against me has told a lie"
- Indirect* The second man said that the Judge who had put him in prison had had a spite against him
- Direct* The second man said, "The Judge who has put me in prison has had a spite against me"
- Indirect* The third man said that he had been found guilty through a mistake
- Direct* The third man said, "I have been found guilty through a mistake"
- Indirect* Hari came home and told his father that a boy hid in the wood had called him bad names
- Direct* Hari came home and said, "Father, a boy hid in the wood has called me bad names"

CHAPTER IX  
ENGLISH IDIOMS.

*Explained and Illustrated.*



- 1 Abide *by*, act according to
  - 1 He must abide by the contract.
  - 2 You must abide by your promise
- 2 Account *for*, assign cause for, explain
  - 1 His intemperance accounts for his poverty
  - 2 You must account to your master for all the money you have received
- 3 Act *up to*, act according to
  - 1 Many Hindus are convinced that they ought to abandon idolatry, but have not courage to act up to their convictions
- 4 Act *upon*, to act relying on
  - 1 He acted upon the advice I gave him
  - 2 The police, acting upon the information they had received, caught the robbers dividing their spoil
- 5 Admit *of, to, into*
  - 1 His conduct admits of no extenuation
  - 2 They have admitted me into their club.
  3. Why will they not admit you to the examination ?

6 Agree to, *on*, *with*

- 1 He agreed to my proposal.
- 2 They could not agree upon (on) the subject
- 3 I agree with you in the opinion you have expressed.

7 Answer to, *for*

1. The man must answer to his employer for the money entrusted to his care.
- 2 Every man must answer for his actions to God
- 3 This piece of lead will answer for a pencil

## 8 Anchor off, cast anchor a short distance from the place

- 1 The British squadron anchored off Alexandria.
2. Our ship anchored off the Isle of Wight

9 Apologise to a person *for* a thing

- 1 I must apologise to you for not replying to your letter at once
- 2 My correspondent apologised for not answering my letter

10 Apply to a person, *for* a thing

1. He has applied to the Director for a post
- 2 He has applied to the Banker for a loan

## 11 Appoint to

- 1 He was appointed to the vacant post.

12 Approve of = *like*

- 1 His scheme was not approved of.
- 2 I approve of your conduct, whatever others may think of it.

13 Ask *for* a thing, *from* or *of* a person

1. He never asked me for anything
- 2 He never asked anything from me.
- 3 I asked a favour of him.

14 Attend to advice, on or upon a person

1. I did not attend to what he said
2. He had no servant to attend upon him

15 Arrive at a place in a carriage, ship, &c.

1. They arrived in an open carriage
2. When does the mail train arrive at Allahbad?

### B

1 Back up to support, out to withdraw लहरना

1. This man is always ready to back up his friend.
2. He would like to back out of the contract, but we cannot allow it

2 Bear down, to overthrow or crush by force.

1. He has been able to bear down all opposition.
2. So impetuous was the onset of the cavalry brigade that it bore down all opposition

3 Bear off, away, to carry off as a conqueror.

1. He bore off the prize.
2. He bore away the palm.

×4 Bear upon or on, to act upon.

1. Our guns were brought to bear upon the enemy's batteries
2. Your remarks do not bear on the matter in hand

5 Beat about, to search diligently गहनते

1. You need not beat about so long, come to the point at once
2. To find an honest man I beat about

6 Beat down, to lower the price, to crush

1. I beat down the price of the horse to a hundred and fifty rupees.



- 2 I will beat down his foes before his face
- 7 Beat *off*, to drive back
- 1 They beat off the enemy
- 2 The wolf tried to carry away a lamb but was beaten off by the dogs
- 8 Beg *of* or *from* a person *for* bread or money
- 1 I beg of you to keep perfectly still
- 2 From whom did you beg this money ?
- 3 He begged for bread from door to door
- 9 Blow *out*, to extinguish
- 1 How was the candle put out ? The wind blew it out
- 10 Break *down*, to fail to go on, break *in*, to train
- 1 He broke down in the midst of his speech
- 2 One who breaks in horses and trains, them to work, is called a horse-breaker
- 11 Break *loose*, to shake off restraint *chuck*
- 1 The prisoners broke loose from jail
- 2 A tiger has broken loose from the menagerie
- 12 Break *out*, to appear suddenly
- 1 Cholera has broken out among the pilgrims at Allahabad
- 2 A fire has broken out in the city
- 3 He was a young man when the civil war broke out
- 13 Break *up*, to break in pieces, to come to an end, to dissolve
- 1 He broke up a strong box for fuel to cook his dinner
- 2 The meeting broke up in great confusion
- 3 The school breaks up for the holidays

- 4 He broke up his encampment
- 14 Bring about, to cause to happen, to effect to  
bring up, to educate
- 1 He brought about a reconciliation
- 2 The marriage was at length brought abo  
‘with the consent of the girl’s parents
- 3 How was the peace brought about ?
- 4 These children have been well brought up
- 15 Bring on, to cause to begin ; to occasion *आ*
- 1 He has brought on an action at law.
- 2 Dirt often brings on disease
- 3 Exposure to the rain brought on dysentery

C

- 1 Call for, to demand, to require *मागना*
- 1 These crimes call for punishment
- 2 A collector calls for reports from his assistants
- 3 Before the end of May a second edition of  
the book was called for.
- 2 Call in, to collect , to summon , to invite to come,
- 1 It is a most vexatious thing in business to  
have old debts to call in
- 2 Your father is very ill ; you should call in a  
doctor at once
- 3 The commons were called in
- 4 A lawyer is often called in to write a man’s  
will
3. Call up, to bring to recollection. *आदिशना*
- 1 I know his face but cannot call up his name
- 2 It is difficult to call up the events of ten  
years ago

- 4 Care *for* or *about*, to take care of, to attach importance to
1. Has she nobody to care for but you ?
  2. He cared not for the affection of the house.
  3. Few people cared about flowers.
- 5 Carry *on*, to manage, to <sup>दिफाल</sup>conduct, to continue
1. The business was carried on in rural establishment <sup>managed</sup>
  2. He successfully carried on the trade for several years <sup>दिफ</sup>
  3. The conversation was carried on in a low voice <sup>दिफ</sup>
  4. The Magistrate carried on the investigation for three days <sup>continued</sup>
- 6 Carry *out*, to execute, to put into practice
1. A dutiful son likes to carry out his father's dying wishes.
  2. These orders were in most cases carried out before the mistake was discovered.
  3. He could not carry out his design
7. Carry *the day*, to win the battle, to be successful in a contest or dispute
1. The fanatics carried the day at last.
  2. Notwithstanding the weakness of their leader, they very nearly carried the day <sup>अलना जीति दिनना</sup>
- 8 Carry *through*, to <sup>अलना जीति</sup>sustain, to <sup>कौशल</sup>accomplish <sup>शक्ति</sup>
1. <sup>न</sup>Perseverance and <sup>हना</sup>pluck have carried the man through many difficulties <sup>courage</sup>
  2. It was only his perseverance that carried him through
  3. A General has much anxiety in carrying through the operations of a long campaign

- 9 **Charge *with***, to accuse of, to entrust one with ॐ  
1 I charge this man with receiving stolen goods.  
2 We charge him with having broken his coronation oath.  
3 He was sent to Cabul charged with several special commissions of high importance
10. **Clear *up***, to become bright, to free from obscurity  
1 If the weather clear up in the afternoon we shall go for a drive  
2. It will be as well to clear up these points in another chapter
- 11 **Come *by***, to gain, to come by way of ॐ ॐ  
1 He would not tell me how he came by his watch  
2. This parcel came by rail and not by post
- 12 **Compete *with*** a person for a thing ॐ ॐ  
1 No country can compete with England for the mastery of the high seas  
2 These young men competed for the silver medal
- 13 **Complain *of*** a thing, to a person  
1 He complains of a pain in the chest  
2 I will complain against you to the Headmaster

D

- 1 **Dance *attendance***, to wait on a person long and assiduously  
1 I was made to dance attendance upon him.

2 Men are sooner weary to dance attendance  
at the gates of foreign lords than to tarry  
the good leisure of their own Magistrates

2 Deal *in*, to trade in

1 This merchant deals in silk goods

2 In London there are many Jews who deal in  
old clothes

3 Deal *out*, to distribute

1 A Judge should deal out equal justice to all

2 If you deal out great quantities of strong  
liquor to the mob there will be many drunk

Deliver *from*, deliver *over* or *up* a thing, to a  
person,

1 Lord deliver me from my enemies

2 To-day he delivered over (or *up*) charge of  
the office to his successor

Dispose of, to sell, to get rid of

1 He has disposed of all his chattels घोर मोर  
सामान

2 They disposed of the property by auction sale

Distinguish *between* two, or one *from* another

1 Death does not distinguish between the rich  
and the poor

2 I cannot distinguish good from bad

Draw *on*, to approach, draw *on* or *upon*, to obtain  
money from, draw *up*, to bring near

1 As the time drew on, all stood in readiness

2 He could draw without limit on the treasury

3 I shall be able to live pretty well without  
drawing upon my mother

4 Nelson drew up his war ships opposite Alexan-  
dria

## E

1 Eat *into*

1 Rust is said to eat into iron

2 Egg on to instigate, to urge on

1 Whet or who egged you on to fight with Rama

2 Ardour or passion will egg a man forward when arguments fail

3 Enlarge *on* or *upon*

बढ़ाकर कहना

1 The lawyer enlarged upon this part of the evidence and treated it as of great importance4 Enter *into*, *upon*

1 They entered into an agreement

2 He has entered upon a new course of life शुरू5. Exchange *for*, *with*

1 Will you exchange pencils with me?

2 I exchanged a copy of Milton with my cousin for a copy of Wordsworth

## F

किसी की से

1. Fall *in with*, to meet accidentally, to agree with

1 In my journey I fell in with two pilgrims going to Benares

2 This book falls in with my views

2 Fall off, to diminish, to withdraw कम हो जाना

1 The subscribers to this newspaper have fallen off

2 Friends frequently fall off in adversity

3 Fall out, to quarrel ~~to quarrel~~

1 They accuse each other of cheating when they fall out in money matters

2 Brothers and sisters should never fall out.

4. Fall *to*, to begin eagerly

1 He fell to writing again

2 He resolved to fall to work with these articles

5 Fit *out*, or *up*

सज्जज के निकल

How soon will the ship be fitted out for her  
trial trip?He is busy fitting up his house for friend  
and guests  
मिन् G.1. Get *ahead* or *the* surpass, to prosper सुसहल होना1 It is a diligent student who gets ahead and  
to his prizes2. This man had but a good start in business  
he would soon get ahead2. Get *at*, to reach, to gain

1 Our object in this journey is to get at the truth

2 It is no easy thing to get at the meaning of  
every idiom in English3 Get *on*, to advance, to prosper

1 How is your son getting on at school?

2 If he is to get on in life, he must get on  
humbly.4. Get *out*, to escape1 The jailor must take care that no prisoner  
gets out2 The woman fell into the well and could not  
get out5. Get *to*, to reach

1 When do you get to Bombay?

2 Is Zanzibar an easy place to get to?

## CHAPTER X

## MISCELLANEOUS IDIOMATIC EXPRESSIONS

1. Bid fair He *bids fair* to become a good printer
2. In black and white Your verbal promise will not do I must have it in *black and white* = *without reservation*
3. In cold blood He was *murdered in cold blood* after the fight was over. I was
4. Ever and anon *Ever and anon* the darkness was lighted up by a flash of lightning
5. A good hand at a thing He is a good hand at composition
6. Heart and soul He enters *heart and soul* into any work he undertakes.
7. To be at home in a subject He is quite at *home* in the treasury work
8. To be at sixes and sevens The servants have gone off, leaving everything in the house at *sixes and sevens*.
9. To be in the wind What's *in the wind* to-day? = *rumour*.
10. To look blank My servant *looked blank* when told that his pilferings were known.
11. To play one false He *played me false* in this business = *deceived*
12. To go hard with This man was very weak from illness and for some time it *went hard with him* to maintain his family



- 13 To go to the wall *Big bones and large muscles rule, the weak go to the wall*
- 14 To keep body and soul together *The child hardly eats as much as would keep body and soul together*
- 15 To live from hand to mouth *Poor people everywhere live from hand to mouth*
- 16 To cut a figure *In his master's absence he had a mind to cut a figure and be for a while the gentleman himself*
- 17 To pick a quarrel *Russia seems determined to pick a quarrel with Turkey*
- 18 To turn the tables *The case seemed to be going against Mohan Lal till Rama came and his evidence quite turned the tables in Mohan Lal's favour*
- 19 To turn a deaf ear to *He turns a deaf ear to all my complaints and entreaties*
- 20 To learn by heart *I have learnt my to-day's lesson by heart*
- 21 To get into hot water *This boy is so fond of tricks that he is always getting into hot water.*
- 22 To go hand in hand *I will gladly go hand in hand with you in any measure calculated to promote public welfare*
- 23 To lend a hand *Lend me a hand with my school coat, will you?*
- 24 To nip in the bud *He has nipped the project in the bud*

- 25 To do a thing off-hand I showed him a difficult problem in Algebra and he did it off hand *बुरान्त*
- 26 To cut to the quick Your reproaches cut him to the quick *जला मुना दिया*
- 27 To leave no stone unturned He left no stone unturned to secure an appointment in the Educational Department.
- 28 To do a thing by hook or by crook You must obtain the information I want by hook or by crook *ईमान्दारी या जेईमानी*
- 29 To pull well with The share-holders of the Allahabad Trading Company do not pull well together *अच्छा चक्कर नहीं*
- 30 To pick holes in another's coat An envious man generally finds delight in picking holes in the coat of one who is more successful than himself
- 31 To curry favour This gentleman is trying to curry favour with you
- 32 To strain every nerve They strained every nerve to keep their own province in perfect order *मरसक प्रयत्न किया*
- 33 A tempest in a teapot Such tempest in a teapot is not unexampled, nay, is rather very frequent in the republic
- 34 To keep on good terms with Henry was anxious for many reasons to keep on good terms with Francis

35. A tool in the hands of The old man was a  
*tool in the hands of his ministers*
36. To be dead against He *was dead against*  
the University education
37. To be a day after the fair You *are a day*  
*after the fair*
38. For good He *is gone home for good*
39. To make good I *will make good* my promise
40. To get the upper hand On account of his  
success in the examination he has the  
*upper hand of me*
41. To laugh in one's sleeve Mercury *laughed in*  
*his sleeve* and asked, 'How much for this  
of Juno?'
42. Ins and outs of a thing I know *the ins and*  
*outs of the affair*
43. To lose heart Continued failure made him  
*lose heart*
44. To be a match for Her husband should appear  
a suitable *match for her*
45. Might and main He pulled at the rope with  
*might and main*
46. To put to the sword Every inhabitant of the  
conquered city was *put to the sword*
47. In the long run Honesty is sure to be reward-  
*ed in the long run*
48. To turn the head His success in the Middle-  
Class Examination has *turned his head*
49. Whip and spur Herode *whip and spur*

- 50 To be <sup>search</sup> on the look-out He is *on the look-out*  
for a post
- 51 Over and over again He asked me the same  
question *over and over again*
- 52 Cats and dogs. It has rained *cats and dogs*  
*cf* They live *cat and dog*
- 53 Watch and ward He was stationed in the fore  
top at *watch and ward*
- 54 Tooth and nail. He has protested *tooth and*  
*nail* against the new rules. -
- 55 To elbow one's way He managed *to elbow his*  
*way-through the crowd*
- 56 To pay the debt to the last farthing You  
will have *to pay the debt to the last far-*  
*thing* *~~~~~*
- 57 Above board Every thing that she does is  
*above board* *~~~~~*
- 58 To put pen to paper He is unable *to put pen*  
*to paper*
59. Off and on I have been in his service *off and*  
*on* for ten months
- 60 All in all *All in all* he is a very nice fellow
- 61 To blow great guns When we were off the  
Cape of Good Hope, the wind *blew great*  
*guns*=blew violently
62. To bell the cat Who will *bell the cat*? said  
the mice to one another=*who will put*  
*the hell on the cat*

- 63 To blow hot and cold The King *blew hot and cold* on the project to create new earls and dukes=favoured the project at one time and treated it coldly at another
- 64 All the year round In India the trees are green *all the year round*=throughout the year
- 65 As good as He is *as good as* a thief=He is the same as a thief
- 66 All in a pucker: It is time for school, and the boy is *all in a pucker*, because he cannot find his hat=confused
- 67 Below the mark This book on astronomy is *below the mark*
- 68 Bit by bit The sculptor cuts away the marble *bit by bit*
- 69 To bid welcome When I visited him, he *bid me welcome*
- 70 To turn in. *I turn in* at ten o'clock every night
- 71 Bosom friends Han and Rama are *bosom friends*
- 72 A cock and bull story I cannot believe such *a cock and bull story*
- 73 Jack of all trades He is *jack of all trades* but master of none
- 74 To take the field The Russians have *taken the field* against the Turks
- 75 Word for word I shall begin with the first vision which I have translated *word for word*.

- 76 To make up for In order to *make up for* its short neck the elephant has a long trunk
- 77 On the whole On the whole he was in favor of the jury system
- 78 To take to heart She took to heart the death of her only son = felt very keenly
- 79 A great way off Your father is a great way off and will not know whether you eat it or not.
- 80 A marked change From that time a marked change has been observed in his character.
- 81 Head and ears : He was over head and ears in debt ~~He has run into debt over his head~~
- 82 With a high hand He did every thing with a high hand
- 83 To change hands This fine estate will change hands shortly हाथों में होकर जाना
- 84 Now and then He comes to see me only now and then
- 85 At finger-ends He has the whole of Euclid's Elements at his finger-ends
- 86 Over and above The man received ten rupees over and above the cash price
- 87 At daggers drawn These two chiefs are at daggers drawn जानी दुश्मन
- 88 To take people off How well your sister takes people off
- 89 To turn over a new leaf I wish you would turn over a new leaf नया जीवन आरम्भ करना
- 90 To weigh anchor At what hour did the ship weigh anchor ?

- 91 To steal a march Napoleon *stole a march*  
upon the Austrians and took them by  
surprise
- 92 Once for all I tell you now, *once for all*,  
I will not go to Calcutta
- 93 A man of straw He is *a man of straw* = an  
insignificant man
- 94 To carry the palm Hari *carried the palm*  
at the last Middle Class A. V Exam-  
ination
- 95 To raise a siege Raja Sahib *raised the siege*  
of Trichonapoli
- 96 Castles in the air He is building *castles*  
*in the air* = visionary projects *हवाई किले*
- 97 To draw a good house The next theatrical  
play is sure *to draw a good house*
- 98 To change colour He *changed colour* when  
I charged him with playing me false
- 99 To put to the proof His honesty was  
*severely put to the proof*
- 100 To smell a rat He *smells a rat* at Nani Tal

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CALCUTTA  
OF  
ENGLISH GRAMMAR

Compiled from Modern Grammarians (such as ADAMS,  
ALCOCK, BAIN, Mc MORRIS, MORRIS, ROWE and  
WEBB SMITH and HALL, &c &c ) and  
University Examination Questions

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BY  
HARIKRISHNA ADHIKARI,  
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## PREFACE.

As will be seen from the title-page I claim no originality in the preparation of this work. But it is necessary to mention here that I have attempted in it to supply a want which I have myself long felt in the course of my professional labours, namely, a cheap, handy Catechism of Grammar for Entrance candidates meeting their requirements and capacities.

The work is designed as a short analysis of all the principal works on English Grammar at present known, while it is, at the same time, intended to show how some of the mistakes which young students commonly make in speaking and writing English may be corrected.

To make the book of special interest I have dwelt at length on the uses of Articles and Prepositions, which are the two great difficulties in the English language, and have also treated of some of the phrases and idioms in common use under the chapter on Prepositions.

Great attention has been bestowed upon making a judicious selection of questions from University Examination papers on the subject. In short no pains have been spared to render the book both useful and comprehensive.

I would here offer my thanks to the friends who have improved this work by their advice, and would assure each reader of the book that any suggestion for its further improvement will be thankfully received by me.

NAVADWIPA,  
September, 1886

} H. A.

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*PART I*

HISTORY OF THE LANGUAGE.

- 1 To what family of languages does English belong, and to what stock of that family?

English belongs to the Teutonic stock of the Indo-European family of languages.

English is a very composite language what are its chief components?

Anglo-Saxon, Celtic, Greek, and Latin.

State the periods when classical words were introduced  
What class of words characterized each period?

- (1) During the Roman occupation of the island between A. D. 43 and A. D. 418.
- (2) At the introduction of Christianity by the Roman Missionaries, A. D. 596.

- (3) With the Norman French, A D 1042  
 (4) At the revival of classical learning in the sixteenth century  
 (5) By modern writers on science, art, social and political economy

The terms introduced at the first period were chiefly geographical, e g *Doncaster, Lincoln, Portsmouth, Stratford, Fossbury*

The words of the second period were ecclesiastical, e g *monk, bishop, monastery*

The terms of the third period were relating to feudalism, war, law, and the chase, e. g *baron, captain, judge, and quarry*

The words introduced at the 4th period were of all kinds, e g. *ambitious, celestial, fanatic*

The terms of the 5th period are those relating to science and art, e g *Telegraph, Telescope, Locomotive*

- 4 Not more than about five-eighths of the words in the English language are derived from Anglo Saxon, in what sense, then, is it correct to say that English is of purely Teutonic origin?

The Grammar, the soul and blood of the language, is Anglo Saxon, and the bulk of the words in most frequent use are of Anglo Saxon origin

{ It is in this sense, then, it is correct to say that  
 { English is of purely Teutonic origin }

What classes of words in English are of Saxon origin?

The pronouns, numerals, prepositions, conjunctions, and auxiliary verbs,—the names of the elements and their changes, of the seasons, the heavenly bodies, the divisions of time, the features of natural scenery, the organs of the body, the modes of bodily action and posture, the commonest animals, the words used in earliest childhood,—the ordinary terms of traffic,—the constituent words in proverbs,—the designations of kindred,—the simpler emotions of the mind,—terms of pleasantness, satire, contempt, indignation, invective, and anger, are for the most part Anglo-saxon

Distinguish between *Cognate*, *Derived*, and *Naturalized* words

*Cognate* words are those that stand to one another in the relation of cousins, being the offspring of different brother stocks, e g *sit* in English, *sitz* (*e*) in German, are cognate to *sed* (*eo*) in Latin and *sīd* (*amī*) in Sanskrit

*Derived* words are such as have been formed in one language, and then transferred into another with change of shape

Thus Lat *Scientia* becomes in English *Science*.

Gk *Bibleion* becomes in English *Bible*

*Naturalized* words are such as have been taken bodily without change of shape, from other



tongues, and adopted into an alien language. Thus the following words have become naturalized in English,—

*Babu*—from Bengali

*Crisis*—from Greek

*Aid-de-camp*—from French

---

## PART II

### WORDS

Distinguish between *root* and *stem*

The *root* of a word is that part of it in which its first and simplest meaning lies hidden, and upon and round which additions, such as prefixes and suffixes, have grown

The *stem* is that change of form that the root assumes before the endings of declension and conjugation are added. Thus in the word *loved* *lov* is the root, *love* is the stem, and *d* is the suffix of the past tense

Distinguish between *primitive* and *derivative* words

A *primitive* or *radical* word is not derived from another word in the language, as, *kind*, *wise*

A *derivative* word is one that is derived from a primitive word either by changing some vowel or consonant, as, *long*, *length*, *bend*, *bent*, or by prefixing or annexing a syllable, as *unkind*, *kindness*.

What is a hybrid? Why is it so called?

When the elements of a compound word are drawn from different languages the word is called a *hybrid*, from a Greek word meaning "an outrage upon nature," e g *demigod* (Lat and Angl.), *bigamy* (Lat and Greek,) *hero-worship* (Greek and Angl.)

Distinguish between *Synonyms* and *Antonyms*

*Synonyms* are words of the same grammatical class, that have not the same, but a similar meaning, e g *pride* and *vanity*

*Antonyms* are the converse of *Synonyms*, i. e. are words that have an opposite meaning, e g. *pliant* and *stiff*

Distinguish between *Homonyms* and *Dittonyms*

*Homonyms* are words in the same language which, though distinct in origin and meaning, have the same form and sound. Thus *page*, a small boy (Gr *paidion*) whereas *page*, the side of a leaf (L *pagina*)

*Dittonyms* are the converse of *Homonyms*, i. e. are words of the same derivations, and originally of the same meaning that appear under different forms, e. g. *custom* and *costume*

Distinguish between *simple* and *compound* words

A *simple* word is not made up of other words, as, *pen*. A *compound* word consists of two or more simple words, as, *pen-knife*

What different kinds of compound words are there ?

- (1) Compounds that are formed by merely placing two words side by side, where the relation between the members of the compound is expressed by the order in which they stand ; thus *oil-lamp*, as distinguished from *lamp-oil*
- (2) Where the relation between the members of the compound is expressed by an inflexion of one of the parts , as in *open-hearted*
- (3) Where the relation between the members of the compound is expressed by the intervention of a symbolic word , as in *man-of-war*, *bread-and-butter*

Analyse and compare

- (1) (2) (3) (4) (5) (6)*
- (1) Finger-ring, ring-finger
  - (2) Hand-mill, mill-hand
  - (3) Lamp-oil, oil-lamp
  - (4) Rose-tree, tree-rose
  - (5) Horse race, race-horse
  - (6) Work-day, day-work

*Finger-ring* (Finger + ring) = A ring for the finger

*Ring-finger* (Ring + finger) = The finger whereon rings are worn

*Hand-mill* (Hand + mill) = A mill worked by the hand

*Mill-hand* (Mill + hand) = A man working at a mill

*Lamp-oil* (Lamp + oil) = Oil of the lamp.

- Oil-lamp* (Oil + lamp) = A lamp in which oil is burnt
- Rose-tree* (Rose + tree) = A tree of the kind that grows rose
- Tree-rose* (Tree + rose) = A rose of the kind that grows on trees
- Horse-race* (Horse + race) = A race by horse
- Race-horse* (Race + horse) = A horse bred for race, i.e. running in contest
- Work-day* (Work + day) = Working day, i.e. a day on which work is performed, as distinguished from Sunday which is the day of rest
- Day-work* (Day + work) = Work done or imposed by the day

Form compounds from the following pair of words, and give the meaning of each compound —

Speed, god, fast, break, water, cut, sand, god, hind, dog, sake, keep, men, to clothe, devil, dare, sick, sea, hand, open, worn, hook, deep, knee, hot, red, proof, water, wet, heart.

*God speed* (Adj + noun) = Good success    *God* = good.

*Break-fast* (Verb + noun) = That which *breaks* the *fast*, i.e. the first meal in a day

*Cut-water* (Verb + noun) = That which *cuts* the *water*, i.e. fore part of a ship.

*God-send* (Noun + verb) = Something sent by *God*, an unexpected piece of good fortune

*Hang dog* (Verb + noun) = A *dog* that deserves hanging

*Keep-sake* (Verb + noun) = Anything to be *kept* for the *sake* of the giver.

*Iron-clad* (Noun + verb) = *Clad* in *iron*, hence a vessel for naval warfare having the parts above water covered with iron

*Dare-devil* (Verb + noun) = One who *dares* or challenges a *devil*; a rash fellow.

*Sea-sick* (Noun + adj) = *Sick* through the *sea*.

*Open-handed* (Adj + noun) = Liberal.

*Book-worm* (Noun + noun) = A *worm* that eats holes in *books*, hence a student closely attached to books

*Knee-deep* (Noun + adj) = *Deep* or rising to the *knee*

*Red-hot* (Adj + adj) = So *hot* as to be *red*

*Water-proof* (Noun + adj) = *Proof* against *water*, i.e. so firm and compact as not to admit water

*Heart-sick* (Noun + adj) *Sick* at *heart*.

Given the following words, form twenty-five compounds, and explain the meaning of each compound. —

Cut, fire, grind, hang, lick, make, pick, skin, spend, spit, stop, turn, tell, wind, home, blood, back, brow, way, lay, beat, bite, sick, red, fall, tale, spit, coat,

*gap, fire, thrust, flint, graco, hear, pocket, shift, spittle, man, stone, escape, throat, purse, worm, glow, mark, say*

*Cut-purse* = One who *cuts purses* in order to steal their contents, a thief.

*Cut-throat* = One who *cuts throat*, i.e. a murderer

*Fire-escape* = A machine by which people may *escape* from *fire*

*Grind-stone* = A stone that *grinds*

*Hang-man* = A man who *hangs* others

*Hear-say* = Anything *heard* to be *said*, a report

*Lick-spittle* = One who *licks* the *spittle* of another, flatterer of the meanest sort

*Make-shift* = That which serves a *shift*, a temporary expedient

*Pick-pocket* = One who *picks* or steals from the *pocket* of another

*Scape-grace* = One who has *escaped* *grace*, A graceless fellow

*Skin-flint* = One who would, as it were, *skin* a *flint*, hence, one who takes the smallest gains, a niggard

*Spend-thrift* = One who *spends* the savings of *thrift* or frugality, i.e. a prodigal

*Spit-fire* = One who *spits* *fire*, a very violent or passionate person.

*Stop-gap* = That which *stops* a *gap*

*Turn-coat* = One who *turns* or changes his *coat* ;  
one who abandons his principles or  
party

*Turn-spit* = One who *turns* a *spit*, a person  
engaged in some menial service

*Tell-tale* = One who *tells* *tales* about another,  
one who cannot keep a secret, hence  
an informer (*cp chit-chat*)

*Wind-fall* = Anything made *fall* by the *wind*, as  
fruit from a tree, hence an unex-  
pected money or other good

*Home-sick* = *Sick* for *home*

*Blood red* = *Red* as *blood*

*Back-bite* = To *bite* a person's *back*, i. e. to speak  
evil of him in his absence

*Brow beat* = To *beat* or *bear* down 'with stern  
*brow*

*Way-lay* = To *lay* one's self in the *way* with a  
view to rob or slay

*Glow-worm* = A *worm* that emits a *glow* or light  
of greenish colour

*Marks-man* = A *man* who can hit the *mark*, a  
good-shot

What is there peculiar in *break fast*, *lond'man*, *reidict*,  
*chit chat*, *demi-god*?

*Break-fast*—is a compound of, a transitive verb  
and its grammatical object, and  
means a meal which breaks our fast.

The verb simply defines the relation in which the object stands to the suppressed object.

*Landsman* = One who lives on the land, as opposed to seaman. an inexperienced sailor. The *s* is the genitive case ending

*Verdict* = *Verus dictum*—True saying. The component elements in the compound are either corrupted or disguised.

*Chat-chat* — is a compound formed by reduplication (c. f. *sing-song*, *ding-dong*; *sea-sail*.) It means familiar or trifling talk.

*Demi-god* — is a compound formed from a Latin prefix *demi* and Anglo-Saxon *god*, and thus is an instance of a hybrid word. The word means *lit. half-a-god*; one partaking of the divine nature.

Distinguish between a *prefix* and a *suffix*.

Particles placed before the root are called *prefixes*. Particles added to the end of the root are called *suffixes*.

Give the exact force of the prefixes in the following —  
*Abroad*, *avert*, *atheist*, *befriend*, *bedaub*, *bespeak*, *behalf*,  
*behead*, *bypath*, *byword*, *foretell*, *forego*, *gain-say*,  
*mistake*, *mischievous*, *undo*, *untrue*, *unloose*, *withhold*.



*withstand, today, anticipate, antipathy, cisalpine, compel, dethrone, dispel, dissyllable, immerse, immense, intend, inform, juxtaposition, postdate, retrospect, purpose, reclaim, renew, secede, sinecure, viceroy, quasi-lie, apostate, catastrophe, euphony, hypothesis, pantheist, anatomy, heterodox, programme, ex-mayor, nongrammatical, pseudocritic, surface, al-koran, proselyte, epitaph, hyperbole, metaphor, autobiography, exotic, exodus, sympathy, and demarcation*

A—in *abroad* = on (Saxon)

A—in *athiest* = not (Greek)

A—in *avert* = away (Latin)

Be—in *befriend* converts the substantive into a transitive verb (Saxon.)

Be—in *bespeak* converts the intransitive verb into a transitive (Saxon)

Be—in *behalf* = by (Saxon)

Be—in *bedaub* has an intensive force (Saxon)

Be—in *behead* has a privative force (Saxon.)

By—in *bypath* = private (Saxon)

By—in *byword* = common (Saxon.)

Fore—in *foretell* = before (Saxon)

Fore—in *forego* is the same as *for* = through, thoroughly, hence opposite (Saxon)

Gain—in *gainsay* = against (Saxon)

Mis—in *mistake* = error (Saxon)

Mis—in *mischief* = ill (Fr)

Un—in *undo* = back (Saxon) with verbs

Un—in *untrue* = not (Saxon) with adjectives

- Un—in *unloose* has an intensive force (Saxon )
- With—in *withhold* = back (Saxon )
- With—in *withstand* = against (Saxon )
- To—in *to-day* = this (Saxon )
- Anti—in *anticipate* is the same as *ante* = before  
(Latin )
- Anti—in *antipathy* = against (Gr )
- Cis—in *cisalpine* = on this side (Latin )
- Com—in *compel* = with, together, (Latin )
- De—in *dethrone* = down (Latin )
- Dis—in *dispel* = asunder (Latin )
- Dis—in *disyllable* = two (Greek )
- Im—in *immerse* = into (Latin) with verbs
- Im—in *immense* = not (Latin) with adj
- In—in *intend* = in, into, (Latin) with verbs
- In—in *infirm* = not (Latin) with adjectives
- Juxta—in *juxtaposition* = side by side (Latin )
- Post—in *postdate* = after (Latin )
- Retro—in *retrospect* = backward (Latin )
- Pro—in *purpose* = for, forward (Fr )
- Re—in *reclaim* = back (Latin.)
- Re—in *renew* = again (Latin )
- Se—in *secede* = apart, away [Latin )
- Sine—in *sinecure* = without (Latin )
- Vice—in *viceroy* = instead of (Latin )
- Quasi—in *quasi-ly* = as if, of similar character  
(Latin.)
- Apo—in *apostate* = away, from (Gr )

- Cata—in *catastrophe* = down (Gr.)  
 Eu—in *euphony* = well, good (Gr.)  
 Hypo—in *hypothesis* = under (Gr.)  
 Pan—in *pantheist* = all (Gr.)  
 Ana—in *anatomy* = upto, again, back (Latin.)  
 Hetero—in *heterodox* = different (Gr.)  
 Pro—in *programme* = before (Gr.)  
 Ex—in *ex-mayor* = beyond, out of  
 Non—in *non-grammatical* = not (Latin.)  
 Pseudo—in *pseudocritic* = false (Gr.)  
 Sur—in *surfeit* = alone, over (Gr.)  
 Al—in *al-koran* = the (Arabic)  
 Pros—in *proselyte* = towards (Gr.)  
 Epi—in *epitaph* = upon (Gr.)  
 Hyper—in *hyperbole* = over (Gr.)  
 Meta—in *metaphor* = after, across, beyond (Gr.)  
 Auto—in *autobiography* = self (Gr.)  
 Ex—in *exotic* = without (Gr.)  
 Ex—in *exodus* = out of (Gr.)  
 Sym—in *sympathy* = with (Gr.)  
 De—in *delineation* = off (Fr.)

14 Give the exact force of the following suffixes —

Lawyer, examinee, wooden, vixen chicken, whiten, oxen,  
 woven, wretched, greenish, only, hilly, game-ome,  
 nineteen, thirty, sixth, picturesque, virbose, darling,  
 headlong, lengthwise, mortify, heronry, phytic, cookery

—er in *lawyer* denotes agent

—ee in *examinee* denotes object of an action  
 (e e examination)

- en in *wooden* = made of
- en in *vixen* = feminine suffix
- en in *chicken* = diminutive suffix
- en in *whiten* = to make
- en in *oien* = plural suffix
- en in *woven* = suffix of the past participle
- ed in *wretched* = having
- ish in *greenish* = somewhat like.
- ly in *only* = like
- y in *hilly* = abounding in
- some in *gamesome* = full of.
- teen in *nineteen* = ten
- ty in *thirty* = ten.
- th in *sixth* denotes order
- esque in *picturesque* = like
- ose in *verbose* = full of
- ling in *darling* = being in the (dark)
- long in *headlong* = wise or ways.
- wise in *lengthwise* = manner
- fy in *mortify* denotes to make
- ry in *heronry* denotes collection
- ic in *physic* denotes art
- ery in *cookery* denotes art.

5 To form diminutives what suffixes are added to words of  
 (a) Saxon origin, (b) Latin and Fr origin, (c) Greek  
 origin

(a) To words of Saxon origin are added—

—en *clucken, kitten*

—ing faithing, tithing, shilling.

—ling duckling, gosling

—kin lambkin, manikin

—ock hillock, bullock

—ow shadow

—let streamlet

(b) To words of Latin and Fr origin are added—

—aster poetaster

—el, le parcel, damsel, cattle

—icle-cule, article, particle, icicle, versicle,  
animalcule

—ule globule

—et hatchet, lancet, pocket,

—ette etiquette, coquette

(c) To words of Greek origin is added,—

—isk asterisk, obelisk

What suffixes are added to verbs to make them  
frequentative?

—k talk, hark, stalk

—le, l dibble nibble, sparkle startle kneel

—er linger, flitter, falter, glimmer, skimmer,  
whisper

What suffixes are added to verbs to make them causative  
i.e. to give them the notion of making?

—en fatten, shorten, blacken, lengthen, widen

—ate alienate, associate

—ish flourish, nourish, punish

—fy magnify, signify, simplify

—use, -ize civilise, fertilize, sympathize

8. What suffixes are added to words of (1) Teutonic origin,  
(2) Classical origin to form augmentatives?

Teutonic *—ant, —ard*

Classical *—on, one, —oon*

- 9 Give the exact force of the following augmentative suffixes *—sweet-ant, richard drunkard, sluggard niggard, dotard, wizard, standard, and haggard*

*—ant* in *sweet-ant* denotes endearment

*—ard* in *richard* denotes praise

*—ard* in *drunkard, sluggard, niggard, dotard* denotes blame

*—ard* in *wizard* denotes male agent

*—ard* in *standard* denotes condition

*—ard* in *haggard* denotes intensity

- 20 Are the words *lizard steward, orchard* and *leopard* augmentatives? If not, why?

No. For *Lizard* = *laccito*

*Steward* = *slow-ward*

*Orchard* = *ort-yard*

*Leopard* = *leopardo*

- 21 Give examples of the augmentatives formed by the addition of the suffixes *—on, one, oon*

Gallon balloon, trombone, buffoon, diagoon

- 22 What is the force of *or* in *patron, matron*?

*On* in *patron* and *matron* is diminutive suffix

- 23 What suffixes imply jurisdiction or office?

*—dom, —ric, —ship* denote jurisdiction or office.  
kingdom, bishopric, lordship

What suffixes are added to adjectives to make their abstract nouns ?

—ess .	largess
—lence	pestilence
—mony	acrimony
—dom	wisdom
—ness	darkness
—th	width
—t	height

Give four examples each of common words derived from

- (1) Proper names of persons
- (2) Proper names of gods
- (3) Proper names of places

(1) *Epicurean* (=given to luxury) from *Epicurus*,  
the Greek philosopher

*Herculean* (=requiring extraordinary strength,  
hence very difficult, dangerous) from  
*Hercules*, the leader of the Trojans

*Stentorean* (=very loud and powerful) from *Sten-*  
*tor* a Greek herald in the Trojan war

*Ciceronian* (=one who points out local curiosities  
and talks like an orator about them)  
from *Cicero* the Roman orator

(2) *Jovial* (=full of mirth and happiness) from  
*Jove*, the planet

*Martial* (=warlike) from *Mars*, the god of war

*Mercurial* (=sprightly) from *Mercury*, the god  
of trade

*Saturnian* (=happy) from *Saturn* whose fabulous reign was called the golden age

(3.) *Cherry* (when noun = a small bright red stone; fruit, the tree that bears it. when adj = like a cherry in colour; ruddy) from *Cerasus* on the Black Sea.

*Damask* (=a kind of cloth) from *Damascus* in Syria

*Bayonet* (=a short dagger) from *Bayonne* in France

*Sherry* (=a kind of wine) from *Xeres* in Spain

26 Give example of words that have been (1) degenerated in meaning (2) elevated in meaning

(1) *Knave* orig. meant a servant, but now means a dishonest man.

*Pagan* orig meant villager from (Latin *pagus*, a village,) but now denotes an idolater.

*Idiot* orig meant a private person, but now signifies a foolish person

*Tinsel* orig meant anything that sparkled (Fr *otencille*,) but now signifies anything fair to the eye, but really worthless

*Villain* orig meant a labourer on the farm, but now denotes scoundrel

*Gossip* orig meant god—related from (God-sib,) but now signifies an idle talker



<i>Slave</i>	orig meant <i>noble</i> , now denotes <i>servile, menial</i>
<i>Miscreant</i>	orig. meant an <i>unbeliever</i> , now denotes a <i>vile wretch</i>
(2) <i>Baron</i>	orig meant a <i>thoroughly fool</i> , but now signifies a <i>military chief</i> .
<i>Ford</i>	orig. meant <i>foolish</i> , but now signifies <i>loving</i>
<i>Minister</i>	orig meant a <i>servant</i> , now means (a) an <i>executive officer</i> , (b) an <i>angel</i> , (c) the <i>pastor of a church</i>
<i>Nice</i>	orig meant <i>foolish</i> , but now means <i>pleasing, precise</i> .
<i>Shrewd</i>	orig meant <i>wicked</i> , now means <i>cunning</i>
<i>Soldier</i>	orig a <i>lured military man</i> (I. <i>solulus</i> military pay) now signifies a <i>brave warrior</i>

What word of English origin has gained a similar meaning to that of *pagan* in an exactly similar way?

The word *heathen* (A S *hæthen*) originally meant a *nation*, but has acquired the meaning *idolator*, like *pagan* and in an exactly similar way.

Form nouns from *bless*, *feed*, *sing*, *tell*, *break*, *live*, *wake*, *weave*, *dry*, *dig*, *hug*, *give*, *freeze*, *draw*, *do*, *flow*, *mow*, *sow*, *dear*, *true*, *bear*, *die*, *heal*, *car*, *descend*, *relieve*, *prove*, *advice*, *grieve*, *excuse*, *abuse*, *choose*, *project*, *convert*, *refuse*, *invalid*, *promise*, *bind*, *beck*, *blow*, *bring*, *carry*, *cleave*, *clothe*, *block*, *cock*, *deny*, *drive*,

grow,	lose,	rise,	sew,	strike,	steak
full, fl	void,	deep,	fine,	long,	wide,
secure	, private,	weal,	first,	speak,	drive,
seize	rise,	recover,	and	discover	

Bliss (bless), food (feed), song (sing), tale (tell),  
 breach (break), life (live), watch (wake), woof  
 (weave), drought (dry), ditch (dig), height (high),  
 gift (give), frost (freeze), draught (draw), deed  
 (do), flood (flow), mead (mow), seed (sow), dearth  
 (dear), truth (true), birth (bear), death (die),  
 health (heal), earth (ear), descent (descend),  
 relief (relieve), proof (prove), advice (advise),  
 grief (grieve), excuse (excuse), abuse (abuse),  
 choice (choose), project (project), convert (con-  
 vert), refuse (refuse), invalid (invalid), premiss  
 (premise), band, bond (bind), beckon (beck),  
 bloom, blossom (blow), broth (brew), carriage  
 (carry), cleft (cleave), cloth (clothe), blockade  
 (block), chicken (cock), denial (deny), drift,  
 (drive), growth (grow), heaven (heave), hilt  
 (hold), loss (lose), truth (true), seam (sew), (god),  
 (strike), stealth (steal), strife (strive), stian (Christ),  
 thrift (thrive), aptitude (apt), phlegmatic  
 depth (deep), finery (fine), le (wide), sloth (slow), secur, hot bed, hot-bed, mad-  
 (rich), punitv (punish), pi (weaking), fistling (any other bird that is  
 draught (drink), seizur  
 reversal (reverse), ie singing bird.  
 (discover) it is hot or warm  
 bed of earth covered with  
 produce warmth for rearing

29 From verbs from gold, blood, full, wreath, thief, wink  
pink, dog, bath, grass, glass, breath, prophecy *air*

Gild (gold), bleed (blood), till (full), wreath  
(wreath), thieve (thief), wince (wink), pinch  
(pink) dodge (dog), bathe (bath), graze (grass),  
glaze (glass), breathe (breath), prophesy (pro-  
phesy) *air*

Form adjectives from lion, dog, ox, elephant, horse, eagle,  
serpent, ass, sheep, cat, pig, cow *air*

Leonine (lion), canine (dog), bovine (ox), elephan-  
tine (elephant), equine (horse), avian (eagle),  
serpentine (serpent), asinine (ass), ovine (sheep),  
feline (cat), suine (pig), vaccine (cow) *air*

Form adjectives from brain, hand, foot, tongue, lip, throat,  
tooth, ear, nose, body, blood, tail, skin, life, heart,  
and eye

Cerebral (brain), manual, handy (hand), pedal  
(foot), lingual (tongue), labial (lip), guttural  
(throat), dental (tooth), auricular (ear), nasal  
(nose), bodily, corporal (body), sanguine,  
bloody (blood), caudal (tail), cutaneous (skin),

What word? cordial, hearty (heart), ocular (eye)

ing to this es from being, boy, brass, burden, county,

The word hand, fare-well, flock or herd, father, mother,

meant a nation flower, fraud, goat, hearing, leather,

idolator, like night, people, root, salt, sea, self seed,

way fold, slave, iron, non, thing, wax,

Form nouns from bless, Christ, star, help, phlegm

weave, dry, dig, high-rile, boyish (boy) brazen

mon, sow, dear, true, bear

prove, advice, grievance, onerous (burden), rural

convert, refuse, invalid,

brew, carry, cleave, clo

(country), demy~~ma~~o (demon), adamant~~ine~~ (dia-  
mon), vale~~dict~~ory (fare-well), gregarious (flock  
or herd), fatherly, paternal (father), motherly  
maternal (mother), brotherly fraternal, (brother),  
parental (parent), flowery (flower), fraudulent  
(fraud), grotesque (gro~~te~~), audible (hearing),  
leath~~er~~n (leather), am~~or~~ous (love), human,  
humane (m~~an~~), mental (m~~ind~~), nocturnal, nightly  
(night), populous (p~~eo~~ple), radical (root), saline  
(salt), min~~er~~a (sea), selfish (self), seedy (seed),  
silvery (silver), oaken (oak), watery, aquatic  
(water), golden (gold), slavish (slave), ironical  
(iron), ferric (r~~on~~), real (thing), w~~ax~~en (wax)  
flaxen (flax), bitter (bite) bounden (bound)  
brittle (break), eatable, edible (eat), molter  
(melt), suburban (suburb), metropolitan (metro-  
polis), shipp~~er~~y (ship), godly, divine (god)  
foggy (fog), moneyed (mon~~er~~), Christian (Christ)  
stellar (star), auxiliary (help), phlegmatic  
(phlegm)

Compare —black bird, black-bird, hot bed, hot-bed, mad  
house, mad house

*Black bird* = A crow or any other bird that is  
black.

*Black-bird* = A kind of singing bird.

*Hot bed* = A bed that is hot or warm.

*Hot-bed* = A garden bed of earth covered with  
glass to produce warmth for rearing  
tender plants

*Mad-house* = A house for mad persons ; a lunatic asylum

*Mad house* = A mad family

- 4 Give six *apparent* single words, really compounds, and six *apparent* compounds, really single words

*Apparent* single words, really compounds, are—  
*atone* (to bring at one, hence to expiate sin),  
*dowsy* (day's eye), *naught* (ne ought), *verdict* (vere dictum), bachelor (bas chevalier, a lower knight) 'biscuit' (bis, coctus Lat)

*Apparent* compounds, really single words, are—  
 crevice, loadstone, shamefaced, fulsome, yeoman, Mussulman

### PART III

#### ORTHOGRAPHY

1. Distinguish between *orthography* and *orthoepy*

*Orthography* teaches us how to spell properly

*Orthoepy* teaches us how to speak properly

- 2 What is essential for a perfect system of orthography?  
 why is the orthography of the English language imperfect?

The condition of a perfect alphabet are —

- (1) Every distinct sound in the language should have a letter to represent it?
- (2) Every letter should represent only one sound.

The orthography of the English language is imperfect—

- (a) because the alphabet is imperfect
- (b) because the language contains words derived from various sources at different periods, and the orthography of these languages is frequently retained, though the mode of pronouncing the words is changed
- (c) because the pronunciation of many native words has changed while the original spelling has been preserved

Mention any orthographical expedients for remedying the defects of the English Alphabet

The means employed to remedy the imperfections are —

- (1) The use of final *e* to denote long vowel as bite note.
- (2) The doubling of consonants to indicate a short vowel, as, folly, hotter.

Point out some of the 'more' striking defects of English orthography

The defects are —

- (1) one letter has to stand for more than one sound, as, 'g' in *quit* and *gun*
- (2) The same sound is represented by different signs as 'o' in *boat*, *note*
- (3) There are many silent letters as in *psalm* *gnat*.

(4) *c, g, w* are called redundant letters, *c* may be represented by *s*, or *k*, *g* by *hw*, and *w* by *hs*.

Distinguish between *accent* and *emphasis* —

*Accent* is the stress laid upon a syllable in pronouncing a word, as recommend.

*Emphasis* is the stress laid upon a word in pronouncing a sentence; as, "to be or not to be." — Shakespeare

What are the general rules for accent in English words?

(1) A monosyllable can have but one accent, but the accent does not fall upon every monosyllable, as, He is the best boy.

(2) A dissyllable can have but one accent which may fall on either the first or the second syllable; living, alone. The words *Amen* and *Fire-well* appear to be exceptions.

In all dissyllabic compound nouns, the accent falls upon the first syllable, as, star-light, sun-beam, rain-bow.

(3) A trisyllable may have either one or two accents, the single accent may fall upon any syllable; as, mainly, horizon, pioneer. If there are two accents, one must fall upon the first, the other upon the third syllable as, interrupt, comprehend.

In compound words the two accents will sometimes fall on the first and second syllables, as, head-master.

(4) A word of four syllables may have either one or two accents

If it has but one, the accent may fall upon any one of the first three syllables as *mércenary*,  
*impossible*, *cavalierly*

If there are two, they must fall upon either the first and third, or the second and fourth ;  
as, *inconsistent*, *inaugurate*

(5) In words of more than four syllables an accent may fall upon any syllable, provided no two successive syllables are accented ,  
as, *inevitable*, *heterogeneous*, *incapacitated*,  
*incompatibility*

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## PART IV

### NOUNS

Define a noun What is the difference between a *thing* and a *noun* ?

Noun is the name of any thing we can perceive by means of (1) the senses, or (2) the understanding The *thing* itself is not a noun —only its *name*

Classify the nouns.

Nouns are —

(1) Concrete

(a) Proper

(b) Common.



(c) Collective

(d) Material

(2) Abstract

What are *proper*, *common* and *material* nouns ?

*Proper* noun is the name peculiar to an individual — *Rome, Ganges, Plato, Milton*.

A *common* noun is a name common to all individuals of the same class — *city, river*,

*Material* nouns are names of material — *gold, clay, water*.

Distinguish between *collective* nouns and *nouns of multitude*

*Collective* nouns refer to a group of individuals, *nouns of multitude* refer to the individuals composing the group rather than to the group itself. Thus "The committee met" (collective) "The committee are divided" (noun of multitude)

Give nouns denoting a collection of—flies or bees, birds, fish, events, trees, stars, islands, hills, mountains, sticks, stones, locusts, grapes, keys, flowers, labourers, robbers, rain, snow, ruins, puppies, young ladies, sheep, cattle, swine, people, foxes, lion, rooms, hounds, ants, beauties, horse, soldiers, fish caught, steps, rays, corn, hay, clothes

A *swarm* of flies or bees

—A *flight* of birds

A *shoal* of fish,

- A *series* of events   ↳
- A *clump* of trees
- A *cluster* of stars   ↳
- A *group* of islands.   ↳
- A *range* of hills
- A *chain* of mountains
- A *bundle* of sticks.   ↳
- A *heap* of stones or sands.   —
- A *flight* or *swarm* of locusts.
- A *bunch* of grapes   ↳
- A *bunch* of keys   ↳
- A *bunch* or *bouquet* of flowers.   —
- A *gang* of labourers
- A *gang* of robbers   —
- A *shower* of rain   !
- A *fall* of snow
- A *heap* or *mass* of ruins
- A *litter* of puppies
- A *harem* of young ladies.   —
- A *flock* of sheep
- A *herd* of cattle (if pasturing)   ↳
- A *drove* of cattle ( if they are being driven )
- A *herd* of swine
- A *crowd*, *throng* or *multitude* of people   —
- A *skulk* of foxes.
- A *pride* of lions
- A *suite* of rooms.
- A *pack* of hounds.

- A nest of ants
- A galaxy of beauties
- A troop of horse ( that is of cavalry )
- A regiment of soldiers
- A haul of fish caught.
- A flight of steps
- A pencil of rays
- A shock or stack of corn
- A stack of hay
- A suit of clothes.

1 Distinguish between abstract and concrete nouns - What noun is *witch*, as distinguished from *witch-craft*?

A quality is always found in a substance, as, *redness* in a rose. But we may think of it apart from its substance. The object itself, as opposed to this, is called a *concrete noun*, as, *rose*, and the name of the quality so abstracted is an *abstract noun*, as, *redness*. *Witch* is concrete, as distinguished from *witch-craft*.

1 How may a proper noun become common in composition? How may a common noun become proper? Write examples to illustrate your answers.

Proper nouns become common by the insertion of the article, and the words *all*, *some*, *any*, &c. He is a Milton, "Kalidas is the Shakespeare of India," "Some village Hampden"

Common nouns become proper by the insertion of the adjective or its equivalent. "The Queen of England" "Our father which art in heaven"

When abstract nouns are used with 'a' or 'an' before them, or in the plural, what are they and what do they mean ?

When abstract nouns are used with 'a' or 'an' or in the plural, they are common nouns and they mean *particular acts* or *examples*, thus *friendship* is abstract, *a friendship*, *friendships* are common

When is a material noun used in the plural ? When does it take the article 'a' or 'an' ? How is the noun then to be parsed ?

A material noun is used in the plural when it means—

(1) *things made of it* tins = tin vessels

(2) *portions of it* coppers = copper pieces

(3) *kinds or varieties* wines, spices, grasses  
= kinds of wine, spice, grass

In such cases a material noun takes the article 'a' or 'an', as *a tin*, *a copper*, *a wine*

The noun is then to be parsed as *common*, *class* or *general* noun

10 Give all the places which the noun may occupy in a sentence

Besides being the subject or the object the noun may be used (1) with prepositions in a phrase 'with *Harry*,' (2) in the predicate with the verb 'to be' 'they are *men*,' (3) as adjective as, '*gold* ring'

11 Give instances of Nouns used as other parts of speech, and *vice versa*

The Noun is used as—

- (1) an Adjective *silver cup.*
- (2) a Verb *he ages fast*
- (3) an Adverb *he went home*

Other parts of speech used as Nouns are—

- (1) Adjectives *the deep.*
- (2) Adverbs *the ups and downs of life*
- (3) Verbs *to rise early is healthy*

### GENDER

\* Distinguish between *gender* and *sex*. Mention the three ways of indicating difference of gender in nouns.

The distinction between the masculine and feminine in words is called *gender*. The distinction of male and female in nature is called *sex*.

The three ways of indicating difference of gender in nouns are —

- (1) By distinct words
- (2) By inflection
- (3) By using a word indicative of sex

Write down the feminine of — *beau, buck, colt, dog, drone, earl, fox, friar, mallard, Mr, miter, monk, rake, ruff, sir or sire, squire (a horse), sloven, stag, stallion, swain, tailor, tutor, and wether*

*Beau, belle, buck, doe, colt or foal, filly, dog, bitch, drone, bee, earl, countess, fox, vixen, friar, sister, mallard, wild duck, Mr, Mrs, miter, spawner, monk, nun, rake, rilt, ruff, reeve, sire or sir, madam, sire (a horse), dam,*

stowen, slut : stag, hind ; stallion, mare , swain,  
nymph ; taylor, seamstress ; tutor, governess ,  
wether or lam, ewe.

Give the feminine of —director, doctor, dulc, editor,  
elector enchanter, founder, giant, governor, heir,  
idolator marquis, monitor, negro, lone painter, priest,  
proprietor singer spinner, tiger, votary, victor

Director, directress : doctor, doctress , duke,  
duchess ; editor, editress . elector, electress ,  
enchanter. enchantress , founder, foundress ,  
giant, giantess , governor, governess , heir,  
heiness , idolator idolatress , marquis, mar-  
chioness , monitor, monitress , negro, negress ,  
ogre. ogress painter, paintress , priest, priest-  
ess . proprietor, proprietress, proprietrix ,  
singer, singer spinner, spinster , tiger,  
tigress . votary, votatress , victor, victress

Write down the feminine of —czar, don, gaffer, hero,  
infante, landgrave merman, pea cock, school-mast,  
signore, sultan What is the feminine of —John,  
Charles, Joseph, Paul, Alexander

Czar, czarina don, donna , gaffer, gammie ,  
hero, herome, infante, infanta , landgrave,  
landgraine , merman, mer-maul , pea-cock,  
pea-hen , school-master, school-mistress , sig-  
nore, signora , sultan, sultana.

John, Jane, Charles, Caroline, Joseph, Josephine;  
Paul, Pauline , Alexander, Alexandrina.

Give five instances in which the masculine is formed from the feminine

<i>Bridegroom</i>	from	<i>Bride</i>
<i>Drake</i>	„	<i>Duel</i>
<i>Gander</i>	„	<i>Goose</i>
<i>Widower</i>	„	<i>Widow</i>
<i>Wizard</i>	„	<i>Witch</i>

Give six feminines that have no masculine

*Laundress, Amazon, milliner, shrew, siren, viago*

When is a noun said to be of the common gender? Give a few examples of nouns of the common gender.

When the same name is used for male and female, it is said to be of the common gender, as, *bird, fish, parent, sovereign, friend, child, fowl, sheep, deer*

Give the feminine of — *Ass, bear, calf, goat, pig, rabbit, sparrow, ant, trout, lizard*

*She-ass, she-bear, cow-calf, she-goat, sow-pig, doe-rabbit, hen-sparrow, she-ant, she-trout, she lizard*

Of what genders are collective nouns?

Collective nouns are of neuter gender, though denoting collections of male and female objects

Give the feminines of — *Poet, author, actor*  
*Poet, poetess or poet Author, authoress or auth*  
*Actor, actress or actor*

Explain clearly the difference between — "She is the best *writer*" and "she is the best *author*ess"

"She is the best *author*" = "he is the best of all the writers of book, male or female"

"She is the best *author*ess" = "he is the best only of the female writers of book."

What was the usual feminine suffix in Anglo Saxon?  
What is the usual suffix in modern English?

The usual feminine suffix in A. S. was *ster*. The usual suffix in modern English is *ess*.

Give instances of double feminine

Songstress = Song + *tor* + *ess*, seamstress = seam + *ster* + *ess*.

What is the force of *ster* in *spinster*, *tapster*, and *youngster*?

*Ster* in *spinster* denotes a female agent.

*Ster* in *tapster* denotes a male agent, *ster* in *youngster* has the force of depreciation

\* Point out and account for, the gender of the following italicized words —

(a) That there is a *very* good *horse* for work

(b) What a *pretty* little *girl* and *it* is!

(c) Dr. Mary Walker is the best *author* of several works.

(d) The *moon* hath *raised* her lamp above

(e) For *winter* came the wind was *his* winn

(f) (1) Love

Should have some rest and pleasure in *himself*

(2) Love *in* her, *she* alone is free



- (a) We say of the *mare* that she is a good *horse*, because *horse* is a noun of the common gender, denoting the class.
- (b) All objects whose sex is overlooked are signified by *it*, the pronoun of the neuter gender.
- (c) In a few words such as *poet*, *author*, *Dr*, &c when the *office* or *profession* and not the *sex* is intended, the masculine term is used, but when we wish to distinguish the *sex*, the feminine noun must be employed to express the female.
- (d) Modern English poets, influenced by Greek and Roman literature, have made the *moon* a goddess, and the *sun* a god.
- (e) In general nouns that convey an idea of strength, firmness, or energy are *masculine*, as, *Winter*, *Summer*, *Autumn*, *Time*, *Death*, *Sleep*, &c Those which convey an idea of weakness or timidity are *feminine*, such as, *Earth*, *Church*, *Religion*, *Nature*, &c
- (f) (1) *Love*, *Fear*, and *Terror* are represented as masculine, because the words in the classical languages are masculine.
- (2) *Truth*, *Justice*, *Virtue*, *Mercy* and *Peace* are represented as feminine, because the words in the classical languages have a feminine form.

## NUMBER

Give the plural of —gas, fish, church, fox, priz(e) alkali, story, valley, potato, canto, Cato, son-in-law, brief, proof, cliff, turf, thief, wife, wolf, strife, fife, soliloquy, Mary, and fiune according to your answer rules for the formation of their plural

- Rule (1) Nouns ending in *s*, *sh*, *ch* soft, *z*, *z*, form the plural by adding *es*, as, gas, gases fish, fishes, church churches; fox, foxes, prize, prizes
- Rule (2) Nouns ending in *z* take *es* to form their plural; as, alkali, alkalies
- Rule (3) *T* after a consonant is changed into *ies*, but not after vowels. as, story, stories; valley, valleys
- Rule (4) Nouns ending in *o* change *o* into *oes* in the plural, as, potato, potatoes
- Rule (5) The nouns, canto, motto, quarto, folio, calico, grotto, nuncio, portico, tyro, mosquito, duodecimo, bamboo, take *s* only; as, canto, contos
- Rule (6) Proper nouns ending in *o* take *s* only as Cato Catos
- Rule (7) Plurals of compound nouns are generally formed by inflecting the principal nouns, as, son-in-law, sons-in-law
- Rule (8) Nouns ending in *ief*, *oof*, *yf*, *rf* usually take simple *s*; as, brief, briefs, proof, proofs, cliff, cliffs, turf, turfs.

Rule (9) Nouns ending in *f* or *fe* change *f* or *fe* into *ves* in the plural, as, wolf, wolves, wife, wives, thief, thieves

Rule (10) The nouns *strife*, *fife*, take *s* only, as, strife, strifes, fife, fifes

Rule (11) Nouns ending in *quy* change *y* into *ies*, as, soliloquy, soliloquies

Rule (12)- Proper nouns ending in *y* take *s* only, as, Mary, Marys

Give the plural of —datum, phenomenon, crisis, formula, vertex, appendix, radius, and frame according to your answer rules for the formation of their plural

Rule (1) Nouns ending in *um* and *on* change *um* and *on* into *a* in the plural, as, datum, data, phenomenon phenomena,

Rule (2) Nouns ending in *is* change *is* into *es* in the plural, as, crisis, crises

Rule (3) Nouns ending in *a* change *a* into *æ* in the plural, as, formula, formulæ

Rule (4) Nouns ending in *er* and *ix* change *er* and *ix* into *ices* in the plural, as, vertex, vertices, appendix, appendices

Rule (5) Nouns ending in *us* change *us* into *i* in the plural, as, radius, radii

Give the plural of —cherub, seraph, beau, monsieur (Mr), virtuoso, bandit, genus, miasma, madam

Cherub, *cherubim*, scripli. *scraphim*, beau, *beaux*, monsieur (Mr), *Monsieurs* (Messrs), virtuoso, *virtuosi*, bandit, *banditti* genus, *genera*, miasma, *miasmata*, madam, *mesdames*

- 4 What is the present tendency with regard to foreign plurals ?

The present tendency is to reject the foreign plurals, as cherub, cherubs, formula formulæ, dogma, dogmas, terminus, terminuse-

- 5 Name some foreign nouns which are used only in the plural

Aborigines, antipodes, archives, literati, minutiae, landes, ephemera

- 6 Write down the plural of —Dutch-man, German, Ottoman, Musulman, Brahman, Frenchman Turkoman, Chinaman, Norman and frame according to your answer the rule for the formation of plural of words ending in *man*

Dutchmen, Germans, Ottomen, Musulmans, Brahmans, Frenchmen, Turkomans Chinamen, Normans

National names compounded of *man* make the plural in *men*, as, Frenchman, Frenchmen, &c, but *Norman* and *German* have the plurals *Normans* and *Germans* because *Nor* and *Ger* were obsolete. The names *Musulman*, *Brahman*, *Turkoman* are not the compounds of *men* and therefore form their plural regularly

Give the plural of —man-servant, woman-servant, knight-templar, Lord-Lieutenant, Lord-Justice And of *aye* and *no*

Men-servants, women-servants, knights-templars, Lords-Lieutenants, Lords-Justices

*Ayes* denoting persons voting *aye* *Noes* denoting persons voting *no*

Give the plural of —court martial, spoonful, mouthful, three-per-cent, Lieutenant-Governor, forget-me-not

*Courts martial* (= courts for the trial of offences of a military or naval character,) *court martials* (= sittings of a court martial) *spoonfuls*, *mouthfuls*, *three-per-cents*, *Lieutenant-Governors*, *forget-me-nots*, (= a kind of tree)

Name foreign words that are used in both numbers

*Apparatus*, *census*, *congeries*, *hiatus*, *series*, *species*, *superficies*

What were usual plural suffixes in A S ? Are they still found in modern English ? What is the origin of the common plural suffix *s* ?

The usual plural suffixes were (1)—en, (2) change of root vowels, (3)—er,—ry They are found in *oxen*, *kine* *children*, *biethen*, *herony*, *yeomanry*, *shrubbery*, *airy* / In A S the suffix of the nominative plural in a certain class of nouns was *as* In later English this became *es* and in Modern English the vowel is lost and this is the common plural suffix *s* ✓

11 Give instances of double plural —

*Kine, brethren, children* are double plural, for *kine* and *brethren* have two marks of plural — change of vowel and the suffix *en* *Children* = child + er + en

12 What nouns are used only in the singular ?

(a) Proper names, (b) abstract names, (c) collective nouns, (d) names of materials, as, Milton, temperance, cavalry, gold, leather, &c

13 When do proper nouns take a plural ?

Proper nouns take a plural, when they apply to several persons, as the Cæsars

14 What English nouns are used only in the plural ?

(a) Parts of the body, (b) articles of dress, (c) tools (d) masses of things  
bowels, measles, trousers, scissors, shears, spectacles, ashes, &c

Mention any nouns, that have two plural forms with different meanings —

*Brother*, (1) *Brothers* (sons of the same parents)

(2) *Brethren* (of the same society)

*Cloth*, (1) *Cloths* (kinds of cloth)

(2) *Clothes* (garments)

*Die*, (1) *Dies* (for coming)

(2) *Dice* (for play)

<i>Genius</i> ,	(1) <i>Geniuses</i> (men of talent)
	(2) <i>Genu</i> (spirits).
<i>Index</i> ,	(1) <i>Indexes</i> (contents)
	(2) <i>Indices</i> (signs in Algebra)
<i>Pea</i> ,	(1) <i>Peas</i> (separate seeds)
	(2) <i>Pease</i> (collection)
<i>Penny</i> ,	(1) <i>Pennies</i> (separate coins)
	(2) <i>Pence</i> (a collective sum)
<i>Shot</i> ,	(1) <i>Shot</i> (number of balls)
	(2) <i>Shots</i> (number of times fired)
<i>Staff</i> ,	(1) <i>Staves</i> (walking sticks)
	(2) <i>Staffs</i> (in a military sense)
<i>Fish</i> ,	(1) <i>Fish</i> (collective)
	(2) <i>Fishes</i> (regarded separately)

16 Mention any nouns that have two meanings in the singular, and one in the plural

### *Singular*

### *Plural*

<i>Horse</i> , cavalry, animal	<i>Horses</i> , animals
<i>Foot</i> , infantry, parts of the body	<i>Feet</i> , parts of the body
<i>Powder</i> , for guns, mixture	<i>Powders</i> mixtures
<i>Light</i> , of a lamp, lamp	<i>Lights</i> , lamps

17 Mention any nouns that have two meanings in the plural, and one in the singular

### *Singular*

### *Plural*

<i>Pain</i> , suffering	<i>Pains</i> , sufferings, trouble
<i>Custom</i> , habit.	<i>Customs</i> , habits, revenue duties

*Singular.**Plural*

<i>Number, quantity</i>	<i>Numbers, quantities, verses</i>
<i>Part, division</i>	<i>Parts, divisions, abilities</i>

- 18 Mention any nouns, the plurals of which differ in meanings from the singular.

*Singular.**Plural*

<i>Corn</i> grain	<i>Corns</i> , on the foot
<i>Iron</i> , the metal	<i>Irons</i> , fire irons
<i>Salt</i> , seasoning substance.	<i>Salts</i> , as smelling salts
<i>Content</i> , capacity	<i>Contents</i> , of a book
<i>Domino</i> a cloak used as a disguise	<i>Dominoes</i> , the game
<i>Good</i> , opposed to evil.	<i>Goods</i> , property
<i>Vesper</i> , evening	<i>Vespers</i> , evening service
<i>Practice</i> , exercise of a profession.	<i>Practices</i> , doings, habits
<i>Manner</i> , method	<i>Manners</i> , behaviour

- 19 What meanings have *compass* and *letter* in the singular and plural

*Singular**Plural*

<i>Compass</i> , circuit mariner's compass	<i>Compasses</i> , instrument for measuring
<i>Letter</i> , of alphabet, epistle.	<i>Letters</i> , of alphabet, epistles, and literature.



- 20 Discuss the forms —*alms, riches, eaves, news, amends, means, pains, tidings, wages, summons*

*Alms* (O E *œlmesse*), *riches* (Fr *richesse*), *eaves* (O E *efese*) are true singulars, but are now always plurals

*News*, is true plural, now always singular

*Amends, means, pains, tidings, wages* are true plurals, and they are treated as such. *Means* is also used as singular, especially in the phrases, "By the means" "A means to amend"

*Summons* is a singular form, and is usually treated as such, making the plural *summonses*

- 21 Name English words that are used in both numbers

*Sheep, swine, mackerel, trout, salmon, heathen, cannon*

- 22 Discuss the forms —*Mathematics, optics*

*Mathematics, optics* &c, though plurals in form are now treated as singular. *mathematics* is the science

## CASE

- 1 What is case? what are meant by *Inflectional* and *Syntactical cases*?

A case is that form of noun (or pronoun) which shows its relation to some other word in the sentence

Cases expressed by suffixes may be called *Inflectional* those expressed by prepositions *Syntactical*

*Inflectional*

Name the *case prepositions* Why are they so called ?

The case prepositions are 'of' 'to' 'for' 'from' 'by' and 'with' They are so called because they correspond to the case endings of nouns in the classical language

Name the five cases of English nouns What two cases are alike in form, and how can they be known ?

The five cases are

- I Nominative
- II Accusative
- III Genitive
- IV Vocative
- V Dative

The Nominative and Accusative are alike in form They are known by their position and the sense The Nominative generally comes *before* the verb and the objective *after* it, as I see the moon

Define the terms Nominative, Accusative, and Genitive What are they often respectively called ?

The *Nominative* denotes the source of an action as, "the bird sings" The act of singing proceeds from the "bird." It is often called the *subject*

The *Accusative* marks the object to which the action is directed, as, "the boy strikes the

ball ” The act of striking is directed to the “ball ” It is often called the *object* and the *objective* case.

The *Genitive* shows the source from which “some” thing proceeds , as, “the sun’s light ’ ‘Sun’s’ marks the source of the light The person from whom anything is obtained is frequently the owner of the thing Hence this case is often called the *possessive*

Distinguish between *Subject* and *Nominative* , *Object* and *Accusative*

The *Nominative* is the simple noun or nouns from which the action proceeds The simple noun and the explanatory adjuncts, combined form the *subject* of the verb When a simple noun is the object of a verb, it is usually in the *Accusative* case The accusative and the explanatory adjuncts combined form the *object* of the verb

What does the *Dative* denote ? What are *Direct* and *Indirect* objects ?

The *Dative* denotes the person *to whom* a thing is given or *for whom* a thing is done ; “He gave me a book ’ “Make me a kite ” The *Dative* denotes the *indirect* object , the *Accusative* the *direct* object

What Adjectives and Interjections are followed by the dative , what Impersonal verbs take the dative of the Personal pronoun before them ?

The adjectives, *like*, *worth*, *near*, and the interjections *Ah*, *O* are followed by the dative, as,

"Few in millions

Can speak *like* me"

*Woe worth* the day (=be to)

*Near* his house.

*Ah* me ! *O* me !

The Impersonal verbs *thinks*, *seems*, *lists*, take before them datives of the Personal pronoun — *me-thinks* (=it appears to me), *me-seems* (=it seems to me), *me-lists* (=it pleases me)

When is a noun said to be in the *vocative* case? What other name is given to the *vocative*?

When a noun stands for the person addressed it is said to be in the *vocative* case; the *vocative* is also called the *Nominative of address*.

Define the following terms, and illustrate each by examples — *Nominative Absolute*, *Cognate Accusative*, *A Noun in Apposition*.

A noun or a pronoun joined to a participle without being connected with any other verb in the sentence, is said to be in the *Nominative Absolute*, "*That* being the case, I can make no objection."

Sometimes a simple intransitive verb is followed by a noun derived from the same root as the verb. This is called the *Cognate Accusative*, as "*I dreamt a dream*" "*Fight the fight*"

Nouns referring to the same person, but not joined by a conjunction, are said to be in *Apposition*  
William the Conqueror.

- 10 What two ways are there in English of expressing the genitive case? What is the distinction observed in their usage?

The *Genitive* in English is expressed by 's as well as by *of* 'S is limited to persons, animals and personified objects *of* is used with inanimate objects

- 11 State the rule for forming the Genitive singular How do you express the Genitive plural?

The Genitive singular is formed by adding 's to the noun *dog's* The Genitive plural is expressed by only an apostrophe (') when the plural ends in s *dogs'* When the plural does not end in s the Genitive plural is formed as in the singular *men's*

- 12 How do you express the genitive singular and the genitive plural of compounds?

The genitive singular of compounds is expressed by placing the suffix at the end of the word *father-in-law's*, the *queen of England's*, *barrister-at-law's*

The genitive plural of compounds is expressed by the preposition *of*, *of fathers-in-law*, *of the queens of England*

- 13 How do you express the Genitive of nouns in apposition?

The Genitive of nouns in apposition is expressed by placing the suffix at the end of the word.

William the Conqueror's, Henry VIII's

When is 's' omitted in the possessive singular?

'S' is omitted in the possessive singular—

(1) Especially before 'sake' to avoid too many hissing sounds, as, Socrates' wife, for conscience' sake: for Jesus' sake; for goodness' sake: Brutus' statue: Phoebus' ray. Mr. Morris' poetry

(2) When the word consists of more than two syllables; as, Euripides' dramas

(3) In poetry: Bacchus', Æneas', Epirus', Hellas'.

5 Write down the possessive singular and plural of *Moses*, *Burns*, *Douglas*, *James*, *Giles*

Moses's, Moseses', Burns's, Burnses'; Douglas's, Douglasses', James's, Jameses'; Giles's, Gileses'

6 Give the possessive singular and plural of *monkey*, *wife*, *people*, *John*, *musician*, *brother*, *school*, *river*, *woman*, *empress*

Monkey's, monkeys', wife's, wives', people's, peoples', John's, John's; musician's, musicians'; brothers, brothers'; of the school, of the schools: of the river, of the rivers' woman's, women's: empress', empresses'

- 17 Give the possessive of, — *A day, three days*, and frame according to your answer the rule for the formation of possessive of such words

*A day's* holiday; *three days'* leave The possessive inflexion is limited to neuter nouns of time

- 18 How do you express the genitive of two or more nouns connected by *and*

The genitive of two or more nouns connected by *and* is expressed by employing the suffix with the last, as, Thy wife and children's blood; Ram, Syam and Hari's house

- 19 Explain the difference between — "Ram and Syam's house," "Ram's and Syam's house"

Ram's and Syam's house = Ram's house and Syam's house separately

Ram and Syam's house = A house belonging jointly to Ram and Syam

- 20 What does the possessive inflexion denote in the following?—

- (a) The bird's flight
- (b) The sun's rays
- (c) The mountain's brow
- (d) The king's crown
- (e) The child's father
- (f) The lion's bravery

- (a) Denotes *agency*
- (b) Denotes *origin*.
- (c) Denotes *part*.

- (d) Denotes *possession*.  
 (e) Denotes *mutual relation*.  
 (f) Denotes *quality*.

21 What does 'of' denote in the following?—

- (a) The burning 'of' Jagannath by Kalapahar.  
 (b) The reformation 'of' Luther.

(a) = Kalapahar burnt Jagannath; 'of' is the objective genitive

(b) = Luther reformed, 'of' is the attributive genitive.

22 Explain the difference between —

(a) "The conquest of the Romans" and "the conquests of the Romans"

(b) "The Lord's day" and "the day of the Lord"

(c) "John's book" and "the book of John"

(a) "The conquest of the Romans" = The Romans were conquered

"The conquests of the Romans" = The countries that the Romans conquered

(b) "The Lord's day" = The Christian Sabbath.

"The day of the Lord" = The day of Judgment.

(c) "John's book" = A book belonging to John  
 "The book of John" = A chapter of the Bible.

23 What ambiguity of meaning has 'of' in the following?—  
 "The baptism of John"

"The baptism of John" may mean either (a) John baptised, or (b) the baptism by John.



In the former 'of' is the objective genitive, and in the latter it is the attributive genitive:

24 What is 's' in *needs*, *landsmen*, *Thursday*, and 'es' in *Tuesday* and *Wednesday*

'S and 'es' are the genitive case endings.  
*Needs* = of necessity. *Landsmen* = a man who lives on the land as opposed to seaman; an inexperienced sailor. *Thursday* = Thor's day. *Tuesday* = Tiu's day. *Wednesday* = Woden's day

25 Examine the forms —

(a) I went to Gopal's. Were you at the collector's?  
 I have been to the book seller's

(b) I called at yours yesterday. Come to mine to-morrow

(a) "I went to Gopal's" is an idiomatic way of saying "I went to Gopal's house". In the same way the expression "were you at the collector's?" means "were you at the Collector's house"? So "I have been to the book-seller's" is an idiomatic way of saying "I have been to the book-seller's shop"

(b) "I called at yours yesterday," "come to mine to-morrow," are not idiomatic expressions. The idiomatic expressions would be their full forms, "I called at your house yesterday," "come to my house to-morrow"

This use of the genitive belongs only to nouns - it does not extend to pronouns.

26 Correct the following —

Ceylon's Governor

China's capital is Pekin

My garden's wall is broken down

Your house's roof is very even

Where is the letter's envelope?

Harilal's turban's colour is very beautiful

The crows were cawing round the minaret's top

Bombay's Town Hall is very large

The gaol's doors need to be very strong

The Governor of Ceylon.

The capital of China is Pekin

The wall of my garden is broken down

The roof of your house is very even

Where is the envelope of this letter?

The colour of Harilal's turban is very beautiful

The crows were cawing round the top of the minaret

The Town Hall of Bombay is very large

The doors of the gaol need to be very strong.

27 It has been said that "the king's son" is simply an abbreviation of "the king his son". Is this assertion tenable? And if not, why not?

'No The assertion is not tenable, because 's is appended equally to *feminine* nouns, and to *plurals*

28 Is it correct to use 'of' in the following — "I diligently peruse the diary of the traveller who has crossed the snows"?

Yes, when the possessive is the antecedent to a relative, the form in 'of' is employed.

- 29 "A bust of Cicero," "A bust of Cicero's," explain the difference

A bust of Cicero = The representation of Cicero

A bust of Cicero's = A bust belonging to Cicero.

- 30 Examine the forms —

"A son of his,"

"The head of his "

"A son of his" = A son of his sons, i.e. one of the sons belonging to him.

"The head of his" does not mean "the head of his heads, for a person cannot have more than one head 'Of his' is simply a double possessive, so that "the head of his" = "his head",

- 1 Describe a *factitive* accusative.

Certain transitive verbs, signifying making, appointing, creating &c, occasionally take two accusatives, one representing the *person*, the other the *office*. The latter is often called a *factitive* accusative. They made *him* a *king*

- 32 What is a *dependant* genitive? a *partitive* genitive? a genitive of *quality*?

A *dependant* genitive denotes source "The song of the birds" i.e. the song which *proceeds from* the birds

A *partitive* genitive denotes a part of the entire number "one of the birds."

An *attributive* genitive or a genitive of *quality* denotes some quality "a man of courage," i.e. a courageous man.

Comment on —

"In many's book the false heart's history is writ" —  
Shakespeare

"Many's book" is not a sanctioned usage in modern English. The adjective 'many' is used as noun in such expressions as "many are of opinion," but it never takes the possessive form with 's. We say 'It is the opinion of many' and not 'many's opinion.'

'What do you think of my horse running?' "What do you think of my horse's running?"—Explain the difference

"What do you think of my horse running?" means, "do you think I should let him run?"  
"What do you think of my horse's running?" means, "he has run, do you think he ran well?"

## PART V.

### PRONOUNS

Define a pronoun, and state into what classes pronouns are divided

The pronoun is a word used instead of a noun, as, Ram is a good boy, *he* obeys his master.

Pronouns may be divided into two classes.  
substantive, and adjective

Substantive pronouns are used instead of nouns

They are.—

- (1) Personal
- (2) Reflexive
- (3) Indefinite and distributive
- (4) Relative and Interrogative
- (5) Demonstrative

Adjective pronouns are sometimes used *with* a noun, and sometimes *without* They are —

- (1) The possessive
- (2) The Reflexive possessive
- (3) The Indefinite distributive
- (4) The Relative and Interrogative
- (5) The Demonstrative.

- 2 What are personal pronouns? which are the true personal pronouns? decline them

Personal pronouns are the persons speaking, or spoken to

‘I’ and ‘thou’ are the true personal pronouns  
They are declined thus —

<i>Singular.</i>		<i>Plural</i>	
Nom	I	Nom	We
Acc	Me	Acc	Us
Gen	Mine, my	Gen	Ours, our
Dat	Me	Dat	Us

<i>Singular.</i>		<i>Plural.</i>	
Nom	Thou	Nom	Ye
Acc	Thee	Acc	You
Gen	Thine, thy	Gen.	Yours, your
Dat	Thee	Dat	You

Explain the three persons

The first person denotes the person speaking.

The second person denotes the person spoken to  
The third person denotes the person or thing spoken of.

Why should not *he, she, it* be called personal pronouns?

*He, She, It*, should not be called personal pronouns, because they have distinction of gender, like other demonstrative pronouns, which the personal pronouns have not

What is a Reflexive pronoun? How is it expressed in English?

Reflexive pronouns denote the coming back of an action upon the doer. They are expressed by adding the word "self" to the personal pronouns

Form compounds by adding "self" to 'I,' 'thou,' 'you,' 'he,' 'she,' 'it,' 'one,' and give their plural

<i>Singular</i>	<i>Plural.</i>
Myself (ourselves)	Ourselves
Thyself (yourself)	Yourselves
Himself, herself, itself	Themselves
Oneself, one's-self.	

7 Give the three constructions of "self" in modern English

"Self" is used (1) as adjective, as, "the *self* same hour."

(2) as noun, as, "he thinks much of *self* "

(3) when a person does something to himself, as, "I hurt myself," or when emphasis is intended, as, "he *himself* did it "

8 Why is "It is me" less exceptionable than "It is him "

"Me" is no form of "I," and has even been regarded as an independent nominative Hence the phrase "It is me" is less exceptionable than "It is him "

9 Distinguish "mine" and "my" in actual usage What are "ours," "theirs"?

"My" is used with nouns "*my* book," "*mine*" is employed in predication "this book is *mine* "

"Ours," "theirs" are double genitives

10 How is "we" used in English?

(1) The speaker speaking for others as well as himself uses "we "

(2) The editors of newspaper speak as "we." This is called the *editorial* "we "

(3) Persons in very high authority in issuing their commands use "we."

1 How is "thou" used in English ?

"Thou" is used (1) in addressing the Almighty,  
(2) in poetry,  
(3) in expressing familiarity and contempt,  
(4) in the language of the society of our friends

2 Give the uses of "ye" and 'you '

"Ye" is used (1) for elevation,  
(2) in familiarity.

"You" is used in English as the title of respect.

3 Give an example of "their" and "your," with a proper genitive force

"Their terror" i.e. the terror excited by them,  
"your rejoicing" i.e. the joy originating in you

4 In construction "Who is there?"—"me" is employed  
How would you defend it ?

*Me* represents the object of the enquiry.

5 Define an Indefinite pronoun, and give examples

An Indefinite pronoun represents a noun without specifying any individual ; as, 'one,' 'any,' 'other,' 'each,' 'ought,' 'naught' 'what,' 'some,'

6 Give the two uses of 'one'

'One' is used (1) as numeral adjective. "give me one book,"



(2) as Indefinite pronoun "*one*  
hardly knows what to say"

*N B* — 'One' in this sense is from the French  
'*on*,' a corruption of '*homme*'—man

- 17 What is 'they' in such phrases as "*they* say there will be a war' From which form, the numeral *one* or the indefinite *one*, is the plural, "*the young ones*"

'They' is the indefinite pronoun Young *ones* (= beings) may be from either form

- 18 Explain etymologically the following words — any, other, each, aught, naught

'Any' is a diminutive form of 'one,' and means any single one

'Other' is properly a form of the A S for 'second' Its termination indicates one of two

'Each' is in A S '*ælc*,' every 'Aught' is a *what*, anything whatever Naught is n'aught, nothing whatever

- 19 Construct sentences to show the indefinite use of 'what,' 'some' and 'whit'

I will tell you *what*, (= something)

*Some* are of opinion

Not a *whit* (bit of anything)

20. What are demonstrative pronouns? Name them

The demonstrative pronouns point out whatever is spoken about

They are He, She, It, This, That and their plurals

They These, Those

When was 'its' introduced ? What form did it supplant ?

'Its' is a recent form in English introduced in the 17th century. It is seldom found in Shakespeare, and never in sacred Scripture. The old neuter genitive was 'his'

When are 'this' and 'that' pronouns and when adjectives ?

'This' and 'That' are pronouns when they stand alone, and are adjectives when they take a noun with them

Give the various uses of 'this' and 'that'

'This' is used to denote something near the speaker, and 'that' to denote something remote as, '*this* is Milton . *that* Burke

When two things already introduced are referred to, 'this' indicates the last named, 'that' the first as, 'virtue and vice are before you, *this* leads to misery, *that* to peace'

'This' and 'that' are both used to call attention to something about to be named '*This* I pray that your love may abound yet more and more' '*That* be far from thee, to slay the righteous with the wicked'

4 Construct sentences to show the use of *here*, *so*, *such*, *the same* as demonstrative pronoun

*Here* is a letter for you (= *this*) Ram is a fool, but Syam is not *so* (= *that* i.e. a fool)

You are a man, and show yourself as *such* (= *that* i.e. a man)

I understand that the post is vacant, and I beg  
 to stand for *the same* (—that is the post.)

Comment upon —

*"The very same Talbot did not see his son"*  
 both use *a*

The singular *this* is used with a plural noun, and  
 adjective when they mark a period of time

What are distributive pronouns? Name them.

The distributive pronouns represent a noun,  
 and at the same time specify more than one  
 individual of the class. They are—*each, every,*  
*either, ne ther.*

What does 'either' denote? Distinguish between 'each'  
 and 'every'

'Either' denotes 'any one of two,' sometimes  
 it means 'both' In the latter sense it is an  
 adjective on either side

'Each' (A S *ea*, i.e. one and all, same) is applied  
 to one of two or more, 'every' (ever and  
 each i.e. all and each) to one of three or more

In modern English 'every' is used only as an  
 adjective

Comment upon —

*Every twenty years*

'Every' is always singular, but it sometimes  
 takes a plural noun after it in such phrases,  
 as, 'every twenty years', because 'twenty  
 years' is collective, i.e. denotes every period  
 of twenty years

- 29 What does 'every other' denote ? Construct a sentence illustrating the use of 'every other'

Every other = each alternate "He came *every other day*" = he missed coming one day, and came the next.

- 30 What does 'the other day' mean ?

'The other day' ( literally the third day past ) means a day or two ago, that is a few days ago

- 31 What are Reciprocal pronouns ? Name them

The Reciprocal pronouns denote reciprocity of action or feeling They are 'each other' and 'one another'

- 32 What is the difference between 'each other' and 'one another' ? Construct sentences to illustrate this difference

'Each other' refers to two , 'one another' to more than two

"Ram and Syam struck *each other*," "children love *one another*"

- 33 Give the full form of the sentence "They helped each other" showing that in the phrase 'each other' *each* is the subject, and *other* the object of the verb

They helped, each (helped) the other

- 34 What three modes of reference has the pronoun 'It' ? What force has 'It' in—"It is I, be not afraid , " "to fight *it* ," "to Lord *it* "

1 Forward reference to (a) a phrase "*It is healthy to rise early*"

(b) a clause "*It is not certain that he will come.*"

2 Backward reference to (a) a single word  
 "*The letter is here, you may read it*"

(b) a phrase "*To rise early is good as it improves health*"

(c) a clause "*That he will come no one doubts it*"

3 Indefinite reference "*Who is it?*" "*It rains,*" "*It is a child.*"

"*It is I, be not afraid*" 'It' is emphatic

'To fight it' 'To lord it' 'It' seems to form a species of cognate object "To fight it" = To fight the fight, "To lord it" = To lord the lord, It joined to a noun gives it the force of a verb

5 What are Relative pronouns? What Interrogative? Define an antecedent

The *Relative* pronouns refer to some word or phrase in the sentence and so connect the parts of the sentence together

The *Interrogative* pronouns are used in asking questions.

The person or thing referred to by the relative is called the *antecedent* because it usually precedes the relative.

Name the relative and interrogative pronouns

The Relatives are *who*, *which*, *that*, *what*.

The Interrogatives are *who?* *which?* *what?*

How are the relatives 'who,' 'that,' 'which' and 'what' distinguished in actual usage?

'Who' is used of persons, 'which' is used generally of things; 'that,' 'what' of both.

Criticize the expressions "Our father *which* art in heaven, "from *whose* bourn no traveller returns"

'Which' is not properly the neuter of 'who' and is of all genders. Hence "our father *which* art in heaven" is grammatically accurate, and is regarded by some as more reverential and less personal than 'who

'Of which' is the common genitive though 'whose' is sometimes used—of neuter nouns of "I could a tale unfold, whose lightest word"—etc—Shakespeare

Why is 'which' now indeclinable?

'Which' is properly an adjective—'*which* thing I hate' and therefore is now indeclinable.

What is 'what' called and when is it used?

'What' is called a compound relative, and is equal to *that* or *the thing which*. It is used when the antecedent is omitted '*I do what I can.*'

- 1 Give the rule for the agreement of the relative with its antecedent. When is the antecedent often omitted?

The relative agrees with its antecedent in Gender, Number and Person.

When the antecedent is 'he,' 'they' or 'those,' it is often omitted—'*who* will, may go' (= *he* or *those who* )

- 12 When are pronouns indeclinable?

Pronouns are indeclinable when they are used as nouns, as "I don't fear the proudest *he* in christendom."

- 13 How does the relative *that* differ in construction from *who* and *which*?

'That' does not admit of a preposition before it. And after expressions of time, it often dispenses entirely with the preposition, which a common relative would require — 'on the day *that* thou eatest thereof, thou shalt surely die' — Bible

- 14 When is *which* more appropriate than *who* or *that*?

*Which* is more appropriate than *who* or *that* (1) in interrogations when there is a noun following the relative, (2) when a clause or a part of a sentence is the antecedent, (3) when the antecedent is a collective noun followed by a singular verb, (4) after a noun which implies only persons.

When is *that* used instead of 'who' or 'which' ? In what case is it incorrect to use *that* instead of 'who' ?

'That' is used instead of 'who' or 'which' —  
 (1) after adjectives in the superlative degree,  
 (2) after the words *same* and *all*, (3) after the  
 interrogative pronoun *one*, (4) after two antecedents one requiring *who* and the other *which*

When the antecedent is a collective noun followed by a plural verb the relative is *who*, and it is incorrect to use *that* instead of *who*

Distinguish between 'who is he?' 'what is he?' and 'which is he?'

'Who is he?' inquires his name, parentage &c

'What is he?' inquires about his social position or profession

'Which is he?' inquires the person of whom something is known

What other words besides *who*, *which* and *that* are used as relatives ?

As preceded by *such* and *same* : "Here are a few apples, take such as are ripe" "This is not the same as that"

But — that not "There was none but did his best"

Name and explain the adverbs from the interrogative and relative pronouns

Where = at *what* place

Whither = to *what* place



Whence = from *what* place.

When = at *what* time

Why = for *what* reason

Whether = *which of the two*

49 Give the two uses of the relative

(1) The restrictive use "I saw a boy *that* was blind "

(2) Co-ordinating use "I met a man, *who* gave me the book "

50 How does the relative pronoun differ from the other classes of pronouns ?

The relative pronoun has the power of a conjunction which the other classes of pronouns have not

51 Name the coordinating relatives What is the chief relative of restriction ?

The co-ordinating relatives are 'who' and 'which'

'That' is the proper relative of restriction

52 Give the three uses of 'who'

(1) It connects two or more co-ordinate sentences "I met a man *who* showed me his house" (= *and he*)

(2) It explains the antecedent. "He is the man *who* said so" (= *that*)

(3) It has an adverbial force. "How can we love him *who* hates us so much" (= *seeing that*)

53 Give the three uses of 'which'

- (1) It connects two co-ordinate sentences. "At school I studied Geometry, *which* I found useful afterwards" (= *and it*.)
  - (2) It explains the antecedent: "This is the book *which* is wanted" (= *that*.)
  - (3) It has an adverbial force. "He struck the poor dog, *which* did him no harm" (= *although it*.)
- Which* and *that* ought to be introduced? Show the ambiguity of the following sentences when the distinction as to the usage of these relatives is not observed —
- (a) I met the boatman *who* took me across the ferry.
  - (b) The youngest boy *who* has learned to dance is James.
  - (c) His conduct surprised his friends *who* had not known him long.
  - (d) His sudden appearance alarmed his companion *who* had recently left him.

Adjective clauses should be introduced by 'that'

- (a) May mean either that "I met the boatman *and* he took me across the ferry," or that "of the several boatmen I met the particular one *that* had taken me across the ferry."
- (b) May mean either that "that youngest boy is James *and* he has learned to dance," or that "of the boys the youngest *that* has learned to dance is James."

(c) May mean either that "his conduct surprised all his friends *for they* had not known him long," or that "his conduct surprised only *such* of his friends as had not known him long "

(d) May mean either that "all his companions had left him *and his* sudden appearance alarmed them," or that "his sudden appearance alarmed only *such* of his companions as had left him "

55 Explain the difference of meaning between —

(a) "The cat *which* you despise so much is a very useful animal" and "the cat *that* you despise &c "

(b) "The next week *which* you will spend in town will give opportunities of seeing many wonderful things" and "the next week *that* you will spend &c "

(a) The first means that "the cat is very useful animal *although* you despise it so much " The second means that "the particular cat *that* you despise &c "

(b) The first means that "you will spend the next week in town *and it* will give you opportunities &c " The second means that "only the next of the weeks *when* you are to live in town will give you &c "

Distinguish between the force of the relatives 'who' and 'that' in the following —

"The man, *who* excuses himself, accuses himself" and "the man *that* excuses himself, accuses himself "

The first means "the man accuses himself, *and he* excuses himself" (co-ordinating); the second means "the particular man *that* excuses himself, accuses himself" (restrictive)

How are 'the other' and "another" distinguished in usage ?

'The other' is used of two persons or things, 'Another' of more than two "If you cannot do with the right hand try it with *the other*," "If you cannot do it with the fore-finger, try it with *another*."

- 48 How do you distinguish a *restrictive* relative from one that is merely *expletive*? Show that the nature of the relative clause determines the omission or the use of the definite article before the antecedent

When a relative clause can be omitted without altering the meaning of the sentence it is *expletive*, but when its omission alters the meaning of the sentence, it is *restrictive*

When the relative is restrictive "the" is used before the antecedent, otherwise it is not used; as "*man* who is born of woman is mortal," "*the man* who perseveres to the last will be rewarded"

- 59 Give instances of pronoun used as noun and as verb

"Parse *I*"—(noun)

"*I thou thee*"—(verb)

- 1 Name the Reflexive possessive adjectives

My own, our own &c.

1 Give all the places which the pronoun may occupy in a sentence.

Besides being the subject or object of a sentence it is used,

- (1) In phrases with a preposition — He went *with me*.
- (2) In the predicate of a sentence with incomplete verb, especially the verb 'is' — 'was' &c. — It is *I*, 'If I were *he*'

## PART II

### ADJECTIVES

1 What is an adjective?

An adjective is a word used with a noun to describe the thing spoken of as, *red flower*.

2 Classify adjectives

Adjectives are —

- I Pronominal adjectives,
  - a Demonstrative.
  - b Interrogative.
  - c Relative
  - d Possessive.
- II Adjectives of quantity,
  - a in mass or bulk.
  - b in number.

## (1) Definite numeral

i cardinal

ii ordinal

iii multiplicative.

## (2) Indefinite numeral

## (3) Distributive numeral

## III Adjectives of quality

## IV. Proper adjectives

How can the adjective be distinguished from the noun used as an adjective ?

An adjective is distinguished from the noun used as an adjective by its inflexion which is called *comparison*. If we say 'clear water' we can say 'clearer,' 'clearest' - but if we say 'rose water' we cannot say 'roser,' 'rorest'

Distinguish between an Adjective and an Abstract noun

The Adjective expresses the quality of a thing, whereas the Abstract noun is the name of the quality considered apart from the thing. The Abstract noun is again a derivative from the Adjective as *length* (abstract noun) from *long* (adjective)

Give instances of Adjectives used as other parts of speech, and vice versa

The Adjective is used as—

(1) a Noun 'The *deep*'

(2) a Verb . 'The sun *dries* the road.'

(3) an Adverb 'Drink *deep*'

Other parts of speech used as Adjectives are—

(1) Nouns 'Gold ring'

(2) Adverbs 'Donon *trim*'

(3) Prepositions 'After *age*'

Give six instances of adjectives used as—

(1) nouns that are chiefly used in the plural

(2) nouns that do not admit of plural

(3) nouns that are used both in the singular and plural

(1) *Bitters*, *moveables*, *sweets*, *valuables* in all of which *things* is understood    *the ancients*, *on equals*, where *persons* is understood

(2) In the phrases 'to give one his *due*' 'touches to the *quick*,' 'in the *dark*,' 'the *thick* of the fray,' 'in *public*,' 'out in the *open*', in all of which *part* or *region* is understood

(3) *Noble* (=nobleman), *white* (=white man) *black* (=black man), *clergy* (=clergyman) *prodigal* (=prodigal man), *brave* (=brave man)

Distinguish between 'a common' and 'commons' 'a green' and 'greens' Give the meaning of 'A side,' 'A uniform,' 'A panic,' Wilds 'The deep,' 'The void,' 'The blue'

*A common* = A piece of ground common to the inhabitants of a village

*Commons* = Common people

*A green* = A piece of mead or land.

*Greens* = Green vegetables.

A *safe* = A safe-receptacle for any thing.

A *uniform* = A uniform dress

A *panic* = A panic fear

*Wilds* = Wild regions.

The *deep* = The sea.

The *void* = Chaos.

The *blue* = The sky.

- Give examples of adjectives used as *abstract* and *concrete* nouns

Adjectives used as abstract nouns — '*The beautiful*' (= beauty) '*the true*' (= truth) Adjectives used as concrete nouns — '*The wise*' (= wise men), '*the poor*' (= poor men)

- 1 Distinguish between *definite* and *indefinite* numerals

Definite numerals denote exact numbers

Indefinite numerals do not denote any exact number.

- 0 Define *cardinal*, *ordinal* and *distributive* numerals

- 1 The *cardinal* numerals denote how many '*two men*,' the *ordinal* numerals denote *what place in order*. '*The first boy*'

The *distributive* numerals signify *how many at a time* "Two by two," "two and two," "two each," "two at a time," "two a piece"

- 11 Are the cardinal numbers from *one* to *ninety-nine* ever used in the plural? If so, give examples Examine the form "I will take the ghost's word for a *thousand pound*"



The cardinal numbers from *one* to *ninety-nine* admit of plural, but then they are nouns and not adjectives by *ones*, by *twos*, on all *fours* (= on all four feet)

When numeral adjectives qualify a noun, the suffix of plurality may be omitted as unnecessary (Of "I will give a *thousand pound* to look on him"—Shakespeare "Why write then? He wants *twenty pound*"—Young.)

- 12 What two ways are there of expressing *multiplicatives* in English? Give the first three cardinal and the first three ordinal adverbs. How are the former derived? Whence do you get the numeral *second*? What was once used in its stead?

Multiplicatives are expressed (1) by the suffix *fold*, as *two fold*, *three-fold*, *four-fold*, and (2) by the suffix—*ble* or *-ple* meaning the same as *fold*, *single*, *double*, *treble*, *triple*, *quadruple*, &c. *Once*, *twice*, *thrice* are the first three cardinal adverbs

*First*, *secondly*, *thirdly* are the first three ordinal adverbs

The *first* three cardinal adverbs are formed by the suffix *ce*

The numeral *second* is from the Latin *secundo*, following. In Anglo-Saxon there was no single word to express *second*, the phrase *the other* being used for that purpose

3. What numerals are not of Saxon origin ?

*Second, million, billion &c, single, double, treble, triple, quadruple &c, are not of Saxon origin, second, single, double, treble, triple, quadruple, &c, being of Latin origin, and million, billion, &c, of French origin*

Mention any nouns employed as collective numerals

*Pair, brace, couple, leash, dozen, score, gross are employed as collective numerals*

Give the derivation of *both, eleven* and *twelve*, how does *both* differ from *two* ?

*Both* is from A S *ba-twa*

*Eleven* is from A S. *en*, one and *leven* ten

*Twelve* is from A S *two two* and *leven* ten

*Ba* is a compression of *two*. Hence *ba-tuo* "both" is *twa-twa* or *two-two*, i.e. two taken together

Distinguish between 'the other' and 'another', 'little' and 'a little', 'a few', 'few', and 'not a few'

'The other' refers to the *second* of two, 'another' to *more* than one of *two*

'Little' = hardly any thing

'A little' = something

'A few' = some and is opposed to *none* (= not one)

'Few' = hardly any

'Not a few' is a more emphatic *many*

"A little knowledge," "A thousand men," "A few horses,"

"A great many apples" Explain this construction

A little knowledge = A little of knowledge

A thousand men = A thousand of men

A few horses = A few of horses

A great many apples = A great many of apples

18 "Many a man" How has this been explained?

Some take *many* to be the old Fr noun *mesme* 'a household', and would explain the phrase "many a man" thus —

'A many of men' = 'many of men' = 'many a men' = 'many a man', but this is very doubtful

19 Construct a sentence exemplifying the indefinite use of the cardinal numeral

'I warned you *fifty* times'

20 Give the different usages of *some*

'Some' is used either with or without a noun. Without a noun it is plural. If it is singular it must be followed in modern English by 'man,' 'person,' 'one' or an equivalent

21 What is the difference between *none* and *no*?

*None* is the stronger form of *no*, and is used when a noun to which it refers is omitted as—

"Are there *no* means?"—"No, stranger, *none*

22 Give the compounds or derivatives of *one*

'*None* is a compound of the negative and "one"

It can be used either in the singular or in the

plural. 'No other' is a shortened form of 'None other'

*Only, an y, at-one* are derivatives of *one*

Define the terms *positive, comparative* and *superlative*

An adjective, in its simplest form, is said to be in the positive degree as a 'tall boy'

When two objects or sets of objects are compared, and one is seen to possess a given quality in a greater degree than the other, the adjective is said to be of the comparative degree, as, "the boy is taller than the girl"

When more than two objects or classes are compared, and one is seen to possess a given quality in a greater degree than *any* or *all* of the rest, the adjective is said to be in the superlative degree — "The wisest, greatest, meanest of mankind" — Pope

*How are comparatives and superlatives formed?*

The comparative is formed by adding *er* and the superlative by adding *est*, to the positive. Only adjectives of one syllable and of two syllables ending in *e, or, o, y*, are compared by *er* and *est*. In other cases comparison is expressed by *more* and *most*

What is meant by the 'superlative of eminence'? Write illustrative examples

The superlative, which is often used when no comparison is intended, to express pre-eminence

in some quality is called the "superlative of eminence" "my *dearest* (i.e. very dear) boy," "a *most* excellent man" (=very)

- 26 What are comparatives and superlatives of *diminution*?  
How are they expressed?

If, on comparing two objects, it is stated that one possesses *less* of a certain quality than the other, this form of expression is called a *comparative of diminution*. It is expressed by the adverb *less* and the positive form of the adjective "*less graceful*."

If, on comparing more than two objects, it is stated that one possesses *less* of a certain quality than all the rest, this form of expression is called a *superlative of diminution*. It is expressed in English by the adverb 'least' and the positive form of the adjective '*least graceful*'

- 27 Is there any other mode of expressing the superlative, besides *est*, and *most*?

Another mode of expressing the superlative degree is exemplified in "King of kings", "Lord of lords", "Bravest of the brave"

- 28 How are the minuter differences between degrees of comparison indicated in English?

The minuter differences between degrees of comparison are indicated in English by prefixing such words of quantity as 'much,' 'for,' 'little,'

'somewhat', or by appending 'still,' 'yet' as, "He is a little better," "soon he may be better still," "this is much the best"

- 29 What adjectives admit of no degrees of comparison? Are there any exceptions to this class?

The pronominal adjectives (*this, that, &c.*) numeral adjectives (*two, fourth, both &c.*) and many adjectives of quality. The following are examples: *golden, Almighty, true, perfect, universal, extreme, dead, empty, royal, continual &c.* And yet some of these words, already superlatives in sense, admit of a comparative and superlative form, as, "The extreme verge"—Shakespeare "A more perfect knowledge of that way."—Bible

- 30 Give *five* adjectives that have no positive, any that have positive and superlative forms and no comparative

The following adjectives have no positive —

*After, aftermost, nether, nethermost, over, overmost, under, undermost, further, furthest*

*Down, Southern, Northern* have no comparative

They have their superlatives *downmost, southernmost, northernmost*

Explain the forms *better, worse, more, less, rather*

Distinguish between *less* and *lesser*

*Better* (A. S. *bet-ter*) is the comparative of *bet.* good.

*Worse* (A S *weor-es*) is the comparative of *weor*, bad

*More* (A. S *ma-re*) is the comparative of *mo*, great

*Less* (O F *las-se*) is the comparative of *las*, weak

*Rather* (O E *rathe*) is the comparative of *raþe*, early

*Lesser* is a double comparative, and is always an adjective, and never used as an adverb, as *less* is —

“*Lesser Asia*” (adj.)

“*This is less troublesome than that*” (adv)

2 Explain the forms — *best*, *worst*, *most*, *least*, *next*, *first*, *last*

*Best* (A S *bet-est*) is the superlative of *bet*, good

*Worst*, (A S *weor-est*) is the superlative of *weor*, bad

*Most* (A. S *mast*) is the superlative of *mo*, great

*Least* (A S *laest*) is the superlative of *las*, weak

*Next* (A S *neh-st*) is the superlative of *nigh*

*First* (O E *for-st*) is the superlative of *for* (e)

~~Next~~ *Last* (A S *lat-est*) is the superlative of *late*

33 Distinguish between *further* and *farther*, *elder* and *older*, *latter* and *later*

*Further* (from *forth*) is applied to movement in advance. “*The ship moves further on*”

*Farther* (from *far*) is applied to the more

distant of two objects "The sun is *farther* from the earth than the moon"

*Elder* is now limited in use to animate things

We can say "The *elder* brother," but not "the *elder* building" *Older* is used of both persons and things *elder* has lost its true comparative character, for it can not be followed by *than*

The modern form *older* is the true comparative in the current language

The noun *elder* is a different word, it is the A S *ealdor*, "a ruler"

*Latter* refers to *order*, as, "the *latter* course"

*Late* refers to *time*, as, "the *late* edition"

What were the two superlative suffixes in old English?

In old English there were two superlative suffixes (1)—*-est* or *-ost*, (2,—*-ma*, as O E. *for-ma* (=first))

Give instances of adjectives having double superlative endings

Foremost = Fore + m + ost

Furthermost = Further + m + ost

Inmost = In + m + ost

Utmost = Ut + m + ost

Give a comparative form formed from the superlative

Former (=for + m + er) is formed from the superlative *for-ma* by adding the comparative suffix *-er* to it

Mention any naturalized foreign adjectives which are comparatives in form How do they differ from ordinary English comparatives?



*Interior, exterior, superior, inferior, anterior, posterior, prior, ulterior, senior, junior, major, minor* are naturalized foreign adjectives which are comparatives in form. They differ from ordinary English comparatives in not being followed by *than*. They are followed by "to" as, "he is superior to me"

- 38 How do *former, latter, elder, lesser* differ from *other, rather, else, otherwise* and all forms of speech implying comparison?

*Former, latter, elder, lesser* are followed by "of" whereas *other, rather, else, otherwise*, and all forms of speech implying comparison are followed by "than," as "the *former* of the two," "the *latter* of the two" "the *elder* of the two," "the *lesser* of the two lights"

- 39 Distinguish between "he is the eldest son," and "he is the oldest son"

"He is the *eldest* son" = He is the *first born* son

"He is the *oldest* son" = He is the *oldest* of all the surviving sons

- 40 Name the adjectives derived from prepositions

*Inner, inmost, innermost (in)*

*Upper, upmost, uppermost (up)*

- Outer, utter, outermost, utmost, uttermost (out)*

- 41 Write down the comparative and superlative of *good, evil, much, many, forth, nigh, far, near, fore, hind*.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative</i>
Good	better	best
Evil	worse	worst
Much	more	most
Many	more	most
Forth (adv.)	further	furthest
High	nigher	highest or next
Far	farther	farthest
Late	later or latter	latest or last
Near	nearer	nearest
Fore	former	foremost or first
Hand	hinder	hindmost

12 Write down the comparative and superlative of *sweet, red, dry, coy, brave, pretty, noble, bitter, narrow, complete, learned, stupid, jealous, handsome, pleasant, difficult, wonderful, proper.*

<i>Positive.</i>	<i>Comparative</i>	<i>Superlative.</i>
Sweet	sweeter	sweetest
Red	redder	reddest
Dry	drier	driest
Coy	coyer	coyest
Brave	braver	bravest
Pretty	prettier	prettiest
Noble	nobler	noblest
Bitter	bitterer	bitterest
Narrow	narrower	narrowest
Complete	completer	completest
Learned	more learned	most learned

Stupid	more stupid	most stupid
Jealous	more jealous	most jealous
Handsome	handsomer	handsomest
Pleasant	pleasanter	pleasantest
Difficult	more difficult	most difficult
Wonderful	more wonderful	most wonderful
Proper	more proper	most proper

3 Distinguish between "the first two" and "the two first"

In speaking of two sets of objects "the two first" means the *first* of each *series*. In speaking of one set of objects, "the first two" denotes the first and second of the series.

14 What is the force of the suffixes in the following adjectives —*buxom*, *crescent*

In *buxom* (= bugh-some)—*some* = somewhat, a little. In *crescent*—*escent* = growing

## ARTICLE *See Manual*

1 On what grounds is it considered that the articles should be classed as adjectives?

An (or a) is the weakened form of the numeral *one*, and *the* is a modification of the demonstrative adjective *that*. On these grounds it is considered that the articles should be classed as adjectives.

Why is 'A' or 'An' called the indefinite article, and 'the' the definite article?

'A' or 'An' is called the indefinite article because it does not define or mark out. 'The' is called the definite article because its function is to define or mark out.

Give instances of the use of 'A' or 'An' in the sense of numeral *one*

"All of *a* size" = All of *one* size

"One at *a* time" = One at *one* time

"In *a* day or two" = In *one* day or two

"A rupee *a* yard" = A rupee *one* yard

"At *a* glance" = At *one* glance

"We are both of *a* mind" = We are both of *one* mind

"They were killed to *a* man" = They were killed to *one* man

"Birds of *a* feather" = Birds of *one* feather

"Two of *a* trade can never agree" = Two of *one* trade can never agree

Distinguish between "give me *a* book" and "give me *one* book"

"Give me *a* book" means 'give me an object of the species book'

"Give me *one* book" implies that one is asked for, and not two or three

What is the force of 'A' or 'An' in the following —

"A great deal" "To *a* degree" "On *an* average"

"To be 'at a loss'" "I am in a manner compelled to do" "A few" "A little" "In a great degree"

'A' or 'An' is equivalent to *some*

- 6 What force has 'A' in—"A horse is a useful animal"  
"A horse, A horse, my kingdom for a horse?"

~~ent~~ 'A' has the meaning *any*

- 7 State the uses of the indefinite article Give examples

The indefinite article is used before several numerals and nouns of multitude, also with *few* and *great many*, although the following noun be in the plural, as, *a hundred*, *a few men*, *a great many men*

- 8 In what cases is 'A' omitted?

'A' is omitted (1) before a concrete noun when that noun is the representative of a whole class or species, —"Roaring like *lion*" where *lion* = lions generally

(2) before nouns which might be replaced by the corresponding adjective, as—

"He is half *fool*, half *knave*"  
"he is more *fool* than *knave*"  
(but he is more of a fool than a knave")

"He is *knave* and *fool* in one"

"he turned *shoemāḷen*" (He turned pale")

(3) before a concrete noun for brevity, especially after *never* and *such*, as—"Never man spake like this man"—Bible.

"Such weekly *sum* as the court may deem fit "

"*Father* of twenty children was he "

"When Charles I, was *king*" ,  
(here 'a king' or 'the king' is idiomatically inadmissible )

(4) after *what* before nouns signifying a collective class .

"what *wickedness* !" "What *fruit* !"

*N B* —We say "what *a* crime !" "what *a* mango !"

Are these forms correct? If not, correct them, giving reason —So *a* good king How *a* large tree

He is not *a* as good boy as Ram Too *a* good man

No The correct forms should be—"so good *a* king," "How large *a* tree," "He is not as good *a* boy as Ram," "Too good *a* man " 'A' stands between a noun and its qualifying adjective preceded by *so*, *as*, *how*, *too*

Distinguish between the uses of 'A' and 'An '

'A' is used before a consonant and before 'h' (sounded as 'h') 'y' or 'w' "A meal," "a house," "a year," "a would "

'An' is the full form of *a*. It is used before a vowel and a silent 'h' and before 'h' (not silent) when the accent is on the second syllable — "*an* ass," "*an* hour," "*an* hotel," "*an* historical account"

- 11 When is 'A' used before words beginning with a vowel? Give examples

'A' is used before words beginning with a vowel when that vowel has a *yu* or *w* sound, as, "*a* union" "*a* university man," "*a* European," "*a* ewe," "*a* useful book," "*a* usurper," "*such a* one," "*a* once common practice"

- 12 State the principal uses of the definite article. Give examples

(1) 'The' is used before adjectives in the superlative degree, as, "*the* best boy in the class"

(2) It is used before a noun defined by a relative clause, "*the* boy that was blind"

(3) It often takes the place of the possessive pronoun, as, "he was struck on *the* head"

(4) It is joined with an adjective to form an abstract noun — "*The* true," "*the* sublime"

(5) It is used with an adjective to represent a whole class — "*The* wise," "*the* rich," "*the* poor"

(6) It indicates *genus*, *nation* *profession* — "*The* cow is a useful animal"

"*The* English are a brave nation"

"He is studying for *the* bar"

(7) It is used with proper nouns to form a descriptive phrase or to indicate a noted character — “Alfred *the* great,” “Kalidas is *the* Shakespeare of India ”

(8) It is used before a noun when the noun is so well known that no descriptive phrase is needed —

“Shut *the* door ” “Come into *the* garden ”

“He was brought before *the* Magistrate.”

“*The* sun ” “*The* moon ” “*The* Koran ”

“*The* Bible ” “*The* Vedas ”

(9) It is used for emphasis — “This is *the* way to do ”

13 Before what geographical names is ‘the’ used and before what geographical names is it omitted?

“The” stands before the names of—

(a) rivers . “*The* Padma ”

(b) gulfs or bays “*The* Gulf of Guinea ”

(c) seas “*The* Baltic sea ”

(d) mountain ranges . “*The* Himalayas ”

(e) groups of islands “*The* Azores ”

(f) compound geographical names . “*The* cape of Good Hope ”



(g) countries or provinces that are descriptive names — "*The British Empire,*" "*The Panjauh,*" "*The Deccan,*" "*The Carnatic,*" "*The Concan.*"

"The" is omitted before (1) names of continents  
Asia

(2) names of countries or provinces India, Bengal.

(3) names of single islands Ceylon

(4) names of single mountain Ararat

(5) names of capes Cape Comorin

(6) names of towns Calcutta, London

14 Give some common phrases in which 'the' must be omitted

To go to school or college To go to bed To attend school or office Out of place Under sentence of death To take to heart Sick at heart He was sent to prison He is in jail The priest went to church Letter in hand, To go to sea.

Parse 'the' in the following and give its meaning—

"The more you will read, *the* more you will learn"

"The sooner you die, *the* better"

*The—the* are adverbs and mean *by how much—  
by so much* (বত—তত)

Distinguish between (1) "Valmiki was a Homer" and "Valmiki was the Homer," (2) "Never man" and 'never a man,' (3) "A half rupee" and "half a rupee," (4) "He is a better soldier than poet" and "He is a better soldier than a poet"

(1) 'Valmiki was a Homer' means 'Valmiki possessed the qualities of Homer,' while 'Valmiki was the Homer' means 'Valmiki was as eminent a person as Homer.'

(2) 'Never man' means 'at no time a man' while 'never a man' means 'not one man'

(3) 'A half-rupee' is a coin  
'Half a rupee' denotes value

'He is a better soldier than poet' implies that he holds the two offices. 'He is a better soldier than a poet' means that he is a better soldier than a poet would be

## PART VII

## VERB.

- Q<sub>1</sub> Define a verb, and state into what classes verbs are divided

Verb is the grammatical term for an action : *e*  
*doing* something, as, *run, stand, write, see,*  
*think*

Verbs are divided into I Transitive Verbs

II Intransitive Verbs

III Incomplete, Apposition  
 or Copula Verbs

- Q<sub>2</sub> Classify verbs according to their forms, meaning, and origin, for purposes of etymology

According to their *forms* verbs are—regular,  
 irregular, redundant and defective

According to their *meaning* they are causative,  
 inceptive, frequentative

According to their *origin*, they are primitive or  
 derivative, Saxon or Classic

- 3 Distinguish between transitive and intransitive verbs  
*Is the same verb ever Transitive and Intransitive?*

When the action is directed towards some  
 specified object, the verb is termed *transitive*.  
 when the action affects the *agent* only, the  
 verb has no object and is called *intransitive*  
 or *neuter*

Intransitive verbs are frequently employed as  
 transitives

'Men *build*, and time *pulls down*' (intransitive.)

'Men *build* houses' (transitive)

'The new born child *sees*, the puppy is blind' (intransitive.)

'The child *sees* the candle' (transitive)

What are Reflexive verbs? Give examples Define the terms *action*, *subject*, and *object*

Reflexive verbs are transitive verbs with the same individual as both subject and object:

'I *laid me* down,' '*recollect yourself*,' '*behave yourself*.'

*Actions* show that the agent is doing something.

The source of an action is called the *subject* of the verb The person or thing towards which the action is directed is called the *object* of the verb. *L*

What are Reciprocal verbs? Give example Are these verbs construed in the passive voice?

Reciprocal verbs are transitive verbs used in the expression of mutual action and reaction of subject and object '*They help each other*.' The passive construction of these verbs is rare

Name the four kinds of intransitive verbs

- (1) Intransitive verbs that are frequently employed as transitives
- (2) Those that are employed with a causative meaning - 'The horse *walks*' 'The groom *walks* the horse.'

(3) Those that become transitive by means of a preposition "The man *laughs at* the boy" "I will *stand by* thee"

(4) Those that take a cognate noun after them, 'He *dreamt a dream*' 'He *ran a race*' 'He *fought a fight*' 'He *died a death*' 'He *slept a sleep*' 'Live a life of usefulness'

7 What are Incomplete, Apposition or Copula verbs? Give examples

Incomplete, Apposition or Copula verbs are those that are completed by a noun or an adjective in co-ordination, or apposition, with the subject 'He *is* strong' 'He *became* great' 'He *seems* intelligent' 'Ram *appears* mistaken' 'The child will *grow* a man' 'He *lives* an apostle' 'He *died* a martyr' 'Mercury *is called* a metal'

8 What do you mean by the term Impersonal verb? By what name is it frequently called and why? Are there any impersonal verbs in English?

When the subject of the action is not known, the verb, if active, is said to be *Impersonal*. This verb is frequently called *unipersonal* because it is always of the third person singular. Strictly speaking there are no impersonal verbs in English. *Me-thinks*, *me-seems* (i.e. it appears to me), where the subject is expressed in the words that follow or

precede the verb, and "it rains," "it grows," &c., where the neuter pronoun *it* represents the unknown noun, are but nearest approach to such forms in English

What are Auxiliary verbs? Give examples

*Auxiliary* or *helping* verbs are employed in forming the moods and tenses of other verbs.

They are *be, have, shall, will.*

What are causative verbs? Give the causative form of—  
*die, die, drink, eat, fall, fall down, fear, go, go away, lie, learn, rise, see, sit, stand, suck, understand*

*Causative* verbs contain the-idea of *to cause* or *to make* an action take place, and require an object

The causative form of *die* is *kill*

"	"	"	<i>dive</i> is <i>dip</i> .
"	"	"	<i>drink</i> is <i>drench</i> .
"	"	"	<i>eat</i> is <i>feed</i> .
"	"	"	<i>fall</i> is <i>fell</i>
"	"	"	<i>fall down</i> is <i>throw down</i> .
"	"	"	<i>fear</i> is <i>frighten</i>
"	"	"	<i>go</i> is <i>send</i>
"	"	"	<i>go away</i> is <i>send</i> <sup>or drive</sup> <i>away</i> .
"	"	"	<i>lie</i> is <i>lay</i>
"	"	"	<i>learn</i> is <i>teach</i>
"	"	"	<i>rise</i> is <i>raise</i> .
"	"	"	<i>sit</i> is <i>set</i>
"	"	"	<i>stand</i> is <i>stay</i> .
"	"	"	<i>suck</i> is <i>soak</i> .
"	"	"	<i>understand</i> is <i>explain</i> .
"	"	"	
"	"	"	
"	"	"	

- 11 Give six instances of verbs that are both *simple* and

*causative*  
Fire *burns*      He *burns* paper

The ball *stops*      He *stops* the ball

The bell *rings*      The sepoy *rings* the bell.

This plant *grows* fast      I *grow* plants in my garden

This well *fills* with water      He *fills* the vessel with water

The clock has *struck*      The boy has *struck* his companion

The waves *broke* on the sea-shore. The child *broke* his glass toy

- 12 Give the causative form of the following —

He *wrote* this letter

He *did* the work

I *bound* this book

I *made* the desk

I *caused* him to *write* this letter

I *made* him *do* the work

I *had* this book *bound*

I *got* this desk *made*.

*I was given to understand this*

- 13 What are *inceptive* verbs? Give examples

*Inceptive* verbs mark the commencement of an action, or course of an action. *wake, blow, to grow white, to fear*

- 14 What is a *frequentative* verb? Give six examples.

A *frequentative* verb denotes the frequent occurrence or repetition of an action : *talk, hark, startle, kneel, glimmer whisper*

What are *regular* and *irregular* verbs ? By what other names are they known ? Give examples. What is the present tendency of the language with regard to them ?

Verbs are called *regular*, when the past tense and perfect participle are formed by adding 'd or 'ed' to the present ; as *love, loved, loved*

Verbs are called *irregular*, when the past tense and perfect participle are formed in some other way ; as *see, saw, seen*

The former are also called 'weak verbs,' and the latter 'strong verbs'

The present tendency of the English language ~~is~~ is to convert strong verbs into weak.

What are *redundant* verbs ? Give examples

Verbs are *redundant* when the past tense or perfect participle has more than one form, as ~~clothe~~ *clothe, clad or clothed*

What are *defective* verbs ? Give examples

Defective verbs are those which want some of their moods and tenses *ought, leave, quoth, not, we, can, may, must, shall, will.*

Describe the four important classes of derived verbs

(1) Those that are formed by adding 'en' to adjectives. as, *soften, whiten.* They are generally Saxon in origin.



- (2) Transitive verbs formed from intransitives by changing the vowel fall, fell, sit, set, &c. They are all Saxon
- (3) Those formed from nouns by change of accent. as, súrvey, survéy They are all Classic.
- (4) Those formed by changing a sharp into a flat sound as, use, to use (z); breathe to breathe, &c

19 Give instances of verb used as other parts of speech and other parts of speech used as verb

The verb is used as—

- (1) noun 'To rise early is healthy
- (2) adverb 'Snap it went'

Other parts of speech used as verb—

- (1) noun 'He ages fast'
  - (2) adjective 'The sun dries the road'
  - (3) adverb 'Up guards'
  - (4) pronoun 'Thou thouest him' (=treatest with contempt)
  - (5) preposition 'He was excepted'
-

## VOICE.

Define voice . Explain the terms *active* and *passive*

Voice shows whether the subject of the verb acts or is acted upon

When the subject of the verb acts the verb is called *active* 'I saw a blind man' When the subject of the verb is acted upon the verb is called *passive* 'A blind man was seen by me'

How are passive verbs expressed in English? From what class of verbs must passives be formed and why?

The passive verbs are expressed in English by a combination of the verb *be* and the perfect participle As the object in the active voice becomes the subject in the passive voice, passives can only be formed from transitives

What active verbs may take two objects? If the active is changed to the passive construction what changes do the two objects undergo?

Certain transitive verbs,\* signifying *making, appointing, creating, &c.*, occasionally take two objects, one of the person, and the other of the thing "I promised him every indulgence"

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\* Allow, ask, bring, buy, deny, fine, get, give, grudge, I, offer, pay, promise, refuse, save, show, teach, tell, to

In the passive construction the object of the person becomes the subject of the verb, and the object of the thing remains unaltered. "He was promised *every indulgence*" Sometimes the object of the thing becomes the subject of the passive verb, and the object of the person remains unaltered. "Every indulgence was promised *him*"

Give the passive construction of the following —

- (a) "I gave him a book"
- (b) "The king banished him the country"
- (c) "They expelled the man city"
- (a) "He was given a book" or "a book was given him"
- (b) "He was banished the country"
- (c) "The man was expelled the city"

*N B* — The above are examples of a passive verb followed, by an objective case

In the following sentences change the verbs of the active voice to passive, and of the passive to active without materially altering the sense —

- (a) A bird *sat* upon every bough
- (b) They *refused* him admission
- (c) *Touch* me at your peril
- (d) You *are thought* to have done this
- (e) I *shall be obliged* to go
- (f) *Having been taken* prisoner frequently, he fears to leave the city
- (g) This race *was run* very quickly
- (h) I *would do* this for you willingly.

(1) They *say* that morning dreams prove true

(2) I *have not written* to him as yet

(3) The master *found fault with* the boy

(a) A bird *was seated* upon every bough

(b) He *was refused* admission

(c) *Let me be touched* at your peril

(d) I *think* you have done this

(e) Circumstances *shall oblige* me to go

(f) They *having taken* him prisoner frequently,  
he fears to leave the city

(g) He *ran* the race very quickly.

(h) This *would be done* for you willingly.

(i) It *is said* that morning dreams prove true

(j) He *has not been written* to as yet

(k) The boy *was found fault with* by the master

Explain the phrases "he *has* come" and "he *is* come."

In the phrases "he *has* come," "he *is* come," both of which are in current use, *has* denotes the completion of an action, and *is* the mere presence of a person. (Cp. "He *has* arrived" and "he *is* arrived.")

How are such expressions as "It *tastes* sweet," "This message *does not hear* well," "A rose *will smell* as sweet by any other name," to be explained?

Such forms express neither the act of an agent nor the suffering of an object, hence they must be regarded as a kind of neuter passives.

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## MOOD

What is meant by *mood*? Name the moods and explain what they denote

*Mood* means the manner of the action

The moods are the *Indicative*, *Subjunctive*, *Imperative* and *Infinitive*

The *Indicative* mood simply states a fact or asks a question, as, *I will go*

The *Subjunctive* mood states a possible fact it implies that the speaker disbelieves the statement, or is uncertain whether it is true or false, as, *I will go if he come*

The *Imperative* mood commands or advises an action to be performed, as, *Go thou, Forgive him*

The *Infinitive* Mood is properly a verb noun and as such can form either the subject or the object of a verb, as, the child likes *to play*

Why do you exclude a Potential mood?

We exclude a Potential mood—*first* because there is no verb that has any remnant of Potential form,—*second* because the mood would itself have to be subdivided into indicative and subjunctive forms ‘I can go’ ‘it I can go,’—*third* because we might proceed to constitute other moods on the same analogy, as for example an optative mood, ‘I would go,’ permissive mood, interrogative mood &c

What is the common distinction made in the use of the Indicative and Subjunctive moods? What is the present tendency with regard to this distinction?

The common distinction made in the use of the Indicative and Subjunctive moods is—that where the action expressed in the conditional clause is certain and believed in by the speaker, the verb should be in the *Indicative*, when the action is uncertain, the verb should be in the *Subjunctive* as—

“If he *is* not guilty (a thing I do not question), you will be able to prove it at the trial’  
(Indicative)

“If he *be* guilty (a thing I doubt), he belies his whole life” (Subjunctive)

But the present tendency of the English language is to reject this distinction, and to use the indicative on all occasions *imp*

“If he *is* troublesome to them, they may root him out, slay, or enslave him, if he *thinks* and *accumulates* wealth, they may despoil him’—  
Kemble. *L*

What Conjunctions generally precede the Subjunctive Mood?

The Subjunctive mood is generally preceded by *if, though, except, lest, unless, or that*

Give the various uses of the Subjunctive mood

The Subjunctive is used to express—

(1) *future conditionality*.

"If it *rain*, I shall not be able to go "

- (2) *a future result* - "No fear lest dinner *cool* "  
 "Thou shalt stone him with stones that he *die* "
- (3) *uncertainty as to a past event* "If he *have* paid the money, it is now at the bank, or it will be found there to-morrow "
- (4) *a wish*. This use is called optative use  
 "Long *live* the king"  
 "God *save* the Queen "
- (5) *a wish contrary to the fact* "I wish he *were* here" (which he is not ,
- (6) *an intention not yet carried out* "The sentence is that you be punished."

6 Distinguish between —

- (a) 'If the book *is* in the library.  
 (b) 'If the book *be* in the library '  
 (c) 'If the book *were* in the library '
- (a) 'If the book *is* in the library' means 'I know it is in the library.'

(b) 'If the book *be* in the library' means 'I do not know whether it *be* or not'

(c) 'If the book *were* in the library' means 'I know the book is not in the library'

Frame three conditional sentences, using the words *should*, *had*, *were*, to express condition

*Should* I (=if I should) know.

*Had* I (=if I had) the power

, *Were* I (=if I were) you

Give the various uses of the Imperative Mood

The Imperative mood is used to express—

(1) *command* "Go! mark him well!"

(2) *a prayer or wish* "give us this day our daily bread"

(3) *a supposition*, where we might substitute for it *if* or *though* with the Subjunctive, "remove a devil where you will, he is still in hell" (i. e., though you remove) "Suppose there were five men" "There are, say, a thousand languages and



dialects " This use is  
called the *absolute* use  
of the Imperative

Give examples of (1) the first person of the imperative  
(2) the third person of the imperative  
(3) future imperative

(1) *Go where I will*

*Tread we a measure*

*Sit we down.*

*Change we arms.*

(2) *Suffice it to say*

*Every soldier kill his prisoners*

(3) *Thou shalt do no murder (=do no murder)*

*Thou shalt not steal (=do not steal)*

What two parts of the verb in English are generally  
preceded by the preposition 'to' and what two parts  
end in 'ing?' Give sentences to illustrate the difference  
in meaning between the similar forms

We have two forms—to write

(1) Simple Infinitive (abstract noun) —

*He likes to write (O E writan)*

(2) Dative Infinitive or Gerund —

*'He came to write' (O E to write-enne)*

And two forms *writing*

(1) Verbal substantive in 'ing' (O E ung) —

*'Writing makes a perfect man'*

(2) Present Participle in 'ing' (O E ende)

(a) *'A writing desk'*

(b) *'He is writing'*

## 11 Give the various uses of the Infinitive Mood

## I. The Simple Infinitive is used—

- (1) as the subject of a sentence . ‘*To reign* is worth ambition ’
- (2) as the object of a verb :  
‘I know *to read*.’
- (5) after *but* (= except) and *about* . ‘I have no other course but *to yield*’ ‘He is about *to start*’
- (4) To complete the sense of a preceding noun, pronoun or conjunctive adverb.—‘I want the thing *to be* done,’  
‘I saw him (to) *come*.’  
‘I know not how *to proceed*.’
- (5) By way of interrogation and exclamation.—  
‘Thou *wear* a lion’s hide?’ ‘Thus *to rob* me of my child!’

## II The Gerundial Infinitive is used—

- (1) After nouns, adjectives, and intransitive and passive verbs.—

'It is high time *to awake* out of sleep' 'Apt to teach,' 'And fools who came to *scoff* remained to *pray*,' 'He is qualified to *teach*'

(2) Parenthetically —

'To speak frankly, he will not succeed,' 'to be brief, you need not go'

*N B* — So to speak, to return to the point, not to make a long-story of it, not to mince matters, to be sure are similar parenthetical expressions.

How is a gerundial infinitive distinguished from an ordinary infinitive? What are the peculiarities of its government?

The gerundial infinitives may be distinguished from ordinary infinitives by the fact that they generally imply purpose, fitness, &c They are found after nouns, adjectives, and intransitive and passive verbs

3 Distinguish between the gerund with 'to' and the gerund in 'ing' What form of the gerund is frequently governed by a preposition?

The gerund with 'to' being a dative case can never form either the subject or the object of a verb The gerund in 'ing' being a noun can be the nominative or accusative.

The gerund in 'ing' is frequently governed by a preposition I spent the year in *visiting* my friends

4 How are such expressions as 'A house to let,' 'Books to sell,' 'He is to blame' 'He is a-comer' to be explained?

'A house *to let*' = A house *to be let*.

'Books *to sell*' = Books *to be sold*.

'He is *to blame*' = He is *to be blamed*.

'He is *a-coming*' = He is *on, in or at coming*

In the first three we have an active form of a transitive verb with a passive sense ; in the fourth a verbal noun or *gerund* governed by a preposition

- 5 *Drinking* water, *Riding* horse. Explain the construction.  
Parse *drinking* and *riding*

*Drinking* water = water *that is to be drunk*

*Riding* horse = horse *that is to be ridden*.

*Drinking* and *riding* are adjectives

- 6 Give the various uses of the infinitive without 'to'

Infinitive without 'to' is used—

(1) after the auxiliary verbs  
*do, may, can, shall, will* — 'I do not know it'

(2) after the verbs *bid, dare, feel, hear, let, make, need* (used as an auxiliary), *please, behold, see, observe, perceive, watch, mark* —  
'Bid a man go to the door'

(3) after *had better, had rather, had as soon, had*

*sooner* — 'He had better do it' *Had* is here subjunctive meaning 'would have' (i.e. find)

(4) after *to do nothing but*, *cannot but*. — 'He does nothing but complain,' 'I cannot but go'

(5) after *than* 'He is more likely to give than (he is likely to) refuse'

When do the verbs *bid*, *dare*, *feel*, *hear*, *make*, *need*, &c. require an infinitive with 'to'?

The verbs *bid*, *dare*, *feel*, *hear* &c., except *let*, require the infinitive with 'to' in the passive voice 'He was bid to go' 'He was made to run' 'He was let go' (but not *to go*.)

State when *dare* and *need* require 'to'

*Dare*, when transitive, has the infinitive with 'to', as, 'He dares him to breathe upon the leaf' Also the emphatic form of *dare* intransitive is followed by 'to', as, 'He did not dare to come.'

*Need*, when it is a principal verb admits 'to', as, 'He needed prudence to succeed.'

Explain the phrase 'I dare say'

In O E 'I dare say' meant 'I have the boldness to say' In modern English it means 'I imagine,'

'probably' The word *dare* in the phrase is quite unemphatic, and the two words *dare-say* merge into a single expression.

What is the modern rule for the use of verbals in 'ing'?

When 'the' precedes 'of' must follow, or both 'the' and 'of' must be omitted altogether: namely—

Either,—“By sending of the light”

or,——“By sending the light”

## PARTICIPLES

Define a *Participle* How are Infinitives in 'ing' distinguished from participles?

A Participle partakes of the nature of a verb and an adjective, as, 'The man is reading' (verb), 'A reading man' (adjective)

Infinitives in 'ing' and Participles differ respectively in the following particulars —

The Infinitives are nouns, and may therefore be either the subject or the object of a verb, while the Participles, being adjectives, must refer to some noun expressed or understood. In the sentence '*fishing* is *exciting*' the word *fishing* is a noun, the subject of the verb; *exciting* is an adjective qualifying the verbal noun

Show how a Participle differ from a Verb, —from an Adjective When have the Participles degrees of comparison?

A Participle differs from a Verb in not affirming a thing It differs from an Adjective in implying action, and taking an object when transitive — which the Adjective does not.

Participles when Adjective, admit of comparison ;  
as, '*more pressing demands*'

Classify Participles according to their formation

The Participles are (1) the Imperfect or Incomplete Participle in 'ing'  
(2) the Perfect or Complete Participle generally ending in 'd,' 'n,' 'en' 'ne' or 't'

What class of verbs form the perfect participle by the suffix 'en'? What variations are found?

Strong verbs form the perfect participle by the suffix 'en' In some words the 'en' is lost as in *sunk*, in others the 'e' of 'en' is lost as *shown* from *shoven*, *grown* from *growen*

How is the imperfect participle ' (present participle)' formed when the verb ends in 'e', —in 'ee'? Give the exceptions How is it formed when the verb ends in 'ie'?

When the verb ends in 'e' after a consonant (but not in 'ee') the 'e' must be dropped before 'ing' as *love*, *loving*, *flee*, *fleeing* Except '*swinge-ing*,

'sing<sup>e</sup>-m<sup>y</sup>' to distinguish them from 'swing-m<sup>y</sup>,' 'singm<sup>y</sup>.' When the verb ends in 'ie' the 'ie' must be changed into 'y' as 'lie,' 'lym<sup>y</sup>,' 'die.' dym<sup>y</sup>, but 'dye' to stain makes 'dyeim<sup>y</sup>'

Not is the difference in the usage of the past participles (1) *drunk* and *drunk<sup>en</sup>* (2) *clef* and *clef<sup>en</sup>* (3) *fought* and *fought<sup>en</sup>* (4) *shar* and *shar<sup>en</sup>* (5) *grar* and *grar<sup>en</sup>* (6) *melt* and *molt<sup>en</sup>* (7) *sunt* and *sunt<sup>en</sup>* (8) *shrun* and *shrun<sup>en</sup>* (9) *rott* and *rott<sup>en</sup>* (10) *mishap* and *mishap<sup>en</sup>* (11) *behold* and *behold<sup>en</sup>* (12) *bound<sup>en</sup>* and *bound<sup>en</sup>* (13) *worl* and *worl<sup>en</sup>* (14) *beg* and *beg<sup>en</sup>* (15) *struck* and *struck<sup>en</sup>* (16) *guid* and *guid<sup>en</sup>* (17) *ben* and *ben<sup>en</sup>* Illustrate by examples

The forms *drunk*, *clef*, *fought*, &c., are used as participles, whereas the forms *drunk<sup>en</sup>*, *clef<sup>en</sup>*, *fought<sup>en</sup>*, &c., as adjectives

### Participial forms

### Adjective forms.

The man has *drunk* the wine

A *drunk<sup>en</sup>* man

The earth-quake has *clef* the wall

A *clef<sup>en</sup>* hoof

The battle was well *fought*

A well *fought<sup>en</sup>* field

The barber has *shar* his beard

A *shar<sup>en</sup>* beard

An image was *grar*

A *grar<sup>en</sup>* image

The heat has *melt* the gold

*Molt<sup>en</sup>* gold

The boat has *sunt*

A *sunt<sup>en</sup>* reef

He has *shrun* with fear

A *shrun<sup>en</sup>* forehead

The damp has *rott* the plant

A *rott<sup>en</sup>* plant

The figure is *mishap*

A *mishap<sup>en</sup>* figure



I have *beheld* his movements

"Little are we *beholden* (= *bound*) to your love"—

—Shakespeare

He is *bound* to do it

A *bounden* duty

The machine has *worked* well

*Wrought* iron

She has *begot* a son

The first *begotten* child

He was *struck* with an arrow

The *stricken* deer

He was *guded* about with  
fine linen

"The sun appeared, *girt* with  
omnipotence."—Milton

"He hath *bent* his bow and  
made it ready"—

Let us pray on our *bended*  
knees

*important* Ps vii 12

7 Give instances of participles that are (1) active in form and passive in sense, (2) passive in form and active in sense

(1) The following participles are active in form and passive in sense —

The book is *printing* = The book is *being printed* -

The house is *building* = The house is *being built*

The book is *missing* = The book is *being missed*

A rupee is *wanting* = A rupee is *being wanted*

Debts are *owing* = Debts are *being owed*

The drums are *beating* = The drums are *being beaten*

The guns are *firing* = The guns are *being fired*.

The cows are milking = The cows are *being*  
*milked*

(2) The following participles are passive in form and active in sense :—

A *fair-spoken* man = A man that *speaks*  
*courteously*.

A *well-spoken* man = A man that *speaks*  
*well*

A *well-read* man = A man that *has read* a  
*great deal*

A *learned* man = A man that *has learned* a  
*great deal*

A *travelled* man = A man that *has travelled*  
*much*

Explain the difference between *born* and *borne*.

*Born* (= given birth ) is used only after the verb  
'to be' as, 'man is *born* for labour,' but 'she  
has *borne* (= given birth to) eight children'

### MEANINGS OF THE TENSES

What is *tense*? What three tenses have we in English,  
and what four forms of each tense? What two other  
forms have been added?

*Tense* means the time when an action is per-  
formed. The three tenses in English are  
*present*, *past* and *future*, answering to the three  
divisions of time. We have the following four  
forms of each tense :—

1. Indefinite	2 Imperfect	3 Perfect	4 Perfect
	<i>continuous</i>	or <i>com-</i>	<i>continuous</i>
	<i>or progres-</i>	<i>plete.</i>	<i>or pro-</i>
	<i>sive</i>		<i>gressive.</i>

The *Intentional* and *Emphatic* forms have been added.

2 Give the different usages of the present indefinite

(1) It expresses a *single* act at the present time ;  
as, I *see* him now

(2) It is employed to describe *past* events, and is then called the *Historic present*, as, Caesar *leaves* Gaul &c.

(3) It is used as a *future indefinite*, as,  
'Duncan *comes* here to-night'

Shakespeare

(4) It is employed as a *future perfect*, as, 'for till'  
thou *speaks*, thou shalt not pass from hence  
(Shakespeare), *i.e.* till thou *shalt have spoken*

(5) It expresses a *universal truth*, as, All men *are* mortal

(6) It expresses a *repeated* act, as,  
There thou *goest*, week by week

(7) It expresses an *habitual* state, as, I *love* the name of honour more than I *fear* death

(8) It expresses a *permanent* condition, as,

The mountains *look* on Marathon,  
Marathon *looks* on the sea

(9) It expresses the *possession* of some faculty ; as,  
My wife sings, *plays*, and *dances* well

Shakespeare

What *five* distinct significations has the *past indefinite* ?

(1) It expresses a *single* act in past time , as,  
I *found* him in his closet, reading the 'States-  
man '

(2) It expresses a *repeated* act, as, Every day it  
*came* to me for food

(3) It expresses an *habitual* state , as, He  
*borrowed* without scruple

(4) It expresses *permanent* condition , as, A  
garden *girded* it round with a belt of luxuriant  
blooms

It expresses *possession* of some faculty , as,  
He *wrote* better than any one of those whom he  
employed.

What does the present perfect generally denote ?

The present perfect denotes—

(1) An action newly finished ;  
as, I *have heard* great  
news.

(2) An action done in a  
*definite* space of time  
(such as a *day*, a *week*, a  
*year*), a part of which  
has yet to *elapse* ; as,  
I *have spent* this day well

(3) An action perfected some time ago, but whose consequences extend to the present time, as, *We have neglected* our duty, and are therefore unhappy

(4) *Duration or existence*, as, *He has been* dead four days. *Cowper has written* poems (because his poems are still in existence).

What expression we ought not to join with the present perfect tense? What expression may be joined with it? Illustrate by examples

We ought not to join with this tense any expression denoting time *past* and *gone*. Thus it is not idiomatic to say—‘I have come here yesterday;’ the correct way of stating it will be ‘I came here yesterday’

An expression denoting time, if it brings the time down to the present moment, may be joined with the present perfect tense. Thus it is correct to say—

I have been ill since Saturday,

I have been serving for the last 3 years

The first of the expressions means, *I took ill on Saturday, and have been ill from that day till now, and am still ill.* The second means that

*I began to serve three years ago, and have been serving from that time up to the present time.*

What does the Past Perfect denote ?

The *Past Perfect*, or *Pluperfect* denotes that the action was finished *before* a certain time, and before something else took place, as, '*He had started for home before I arrived*'

What does the Future Perfect denote ?

The *Future Perfect* denotes that the action will be completed before another future action takes place, as, '*I shall have finished the letter before you come to-morrow at 10 o'clock in the morning*'

What does the Present Imperfect or Progressive form express ?

The *Present Imperfect* or *Progressive* form expresses the continuance of the action at the time of speaking, as, '*I am writing*'

What does the Past Imperfect or Progressive form denote ?

The *Past Imperfect* or *Progressive* form denotes an action begun and *continuing* in past time ; as, '*While I was writing a peon brought me a letter*'

What does the Future Imperfect or Progressive form denote ?

The *Future Imperfect* or *Progressive* form denotes that an action will begin and continue in future time as, '*I shall be going to Calcutta to-morrow at 7 A M*'

Explain the differences between the three forms of the Perfect Continuous ?

(1) The *Present Perfect Continuous* or *Progressive* form denotes an action going on up to the present time as, '*I have been writing*'

- (2) The *Past Perfect Continuous* denotes that an action was going on up to some past time, as, 'I had been writing'
- (3) The *Future Perfect Continuous* denotes that an action will go on up to some future time, as, 'I shall have been writing'

### CONJUGATION

Define *Conjugation* Write out the Indicative Mood, Active Voice, First Person, Singular, of the verb *run* according to the following table —

FORMS	PRESENT TENSE	PAST TENSE	FUTURE TENSE
Indefinite			
Progressive			
Perfect			
Perfect progressive			
Intentional			
Emphatic			

Conjugation is the bringing together of all the forms of the verb

### TO RUN

*Indicative Mood, Active Voice First Person, Singular*

FORMS	PRESENT TENSE	PAST TENSE	FUTURE TENSE
Indefinite	I run	I ran	I shall or will run
Progressive	I am running	I was running	I shall or will be running
Perfect	I have run	I had run	I shall or will have run
Perfect progressive	I have been running	I had been running	I shall or will have been running
Intentional	I am going to run	I was going to run	I shall or will be going to run
Emphatic	I do run	I did run	



Write out the Imperative Mood Active voice, of the Verb *call*

VERB TO CALL  
IMPERATIVE MOOD.

	<i>Singular.</i>	<i>Plural</i>
<i>Present</i>	Call <i>thou</i> ,	Call <i>ye</i>
<i>Future</i>	Thou shalt, he shall call	Ye, they shall call.

What two Conjugations are there in English? what is the difference between them?

There are in English two Conjugations the *Old* or *Strong* and the *New* or *Weak*

A verb of the Old Conjugation has, in all, seven inflected forms — *write, wrote, writing, written, writes, writest, wrotest* A verb of the New

Conjugation, as *love*, has but six

When would *Do, May, and Can* be ranked as auxiliaries?

Inflect the verb *Be* Point out the inflection peculiar to this verb

*Do, May, and Can* would be ranked as auxiliaries if we were to admit the 'Emphatic' and the 'Potential' Moods into the conjugation of the verb

	BE					
	<i>Singular</i>			<i>Plural</i>		
	1	2	3	1	2	3.
<i>Pres Indic</i>	am	art	is		are	
<i>Imperative</i>	be	be	be		be	
<i>Past Indic</i>	was	wast	was		were	

Infinitive	Imperative	Present participle	Past participle
to be	be	being	been

The verb 'to be' has a peculiar inflexion to express contingency or conditionality, it is only the real conditional or subjunctive mood in English, and is in the past tense

	Singular			Plural		
	1.	2	3	1	2	3
Subjunctive	were	were	were	were	were	were

Give the uses of the verb *Be*

- Be* is used (1) as a principal verb in the sense of *exist* as 'God *is*' (= exists)
- (2) with the perfect participle of a verb to form the passive voice, as, 'I *am* called'
- (3) with the imperfect participle to form the progressive form, as, 'I *am* reading'
- (4) with the gerund to denote intention as, 'He *is* to write' (= he intends to write)

Give the uses of the verb *Have*

- Have* is used (1) as a principal verb in the sense of *possess*; as, 'I *have* a book' (= I *possess* a book)
- (2) with the perfect participle of another verb to form two tenses,

- (a) present perfect, as, 'I *have* loved'  
 (b) past perfect as, 'I *had* loved'

7 Give three instances of an ellipsis of the verb *Be*

'All right' i.e. 'All is right'

'All done' i.e. 'All is done'

'Woe the day' i.e. 'Woe is to the day'

8 State all the uses of the auxiliary verb *do*, giving examples

*Do* is used (1) for emphasis 'I *do* love him

(2) in negation 'You *do* not write'

(3) in interrogation 'Do you read?'

(4) as a proverb (i.e.

substitute for

other verb) 'He speaks as well as you *do*' (= speak)

9 Give the uses of *Do* as a principal verb

*Do* is used (1) in the sense of 'to perform,' 'to cause' It is then transitive and governs an object, as, 'He *did* his duty' (=performed) 'This will *do* you harm (=cause)

(2) in the sense of 'fare,' 'prosper,' 'suffice,' 'manage,' 'conduct oneself' It is then intransitive, as, 'He *does* well now' (=fares), A well-to-*do* man (=a prosperous man) 'This will *do*' (=suffice)

'He can *do* without me' (= manage), 'The boy *did* well in the examination' (= conducted himself)

Distinguish between the two verbs *do* in 'How *do* you *do*?'  
The first *do* is an auxiliary. The second *do* (= O.E. *doyan*, to profit) is a principal verb.

Enumerate the uses of *May*, giving examples.

- May* denotes (1) *permission* 'you *may* go'  
(2) *possibility* or *concession* 'He *may* come yet', 'you *may* recover your loss'  
(3) *wish*, placed before its subject. 'May you be happy'

Give the primary meaning of *May* and *Can*

*May* (Saxon *magan*, to be able) once meant "to be able" (cp. "Do what I *may*, I cannot please him")

*Can* (Saxon *cunnan* to know) once signified "to know," hence "to be able" (cp. to *can*, *conning*, *uncouth*)

Give the two uses of *could*

- Could* denotes (1) *past power* 'I *could* not go' =  
I was not able to go  
(2) *present power conditionally* :  
'he *could* come if he would.'

14 Account for the 'l' in *could* and the 'g' in *might*

In *could* the 'l' has crept in from false analogy to *should* and *would*. *Might* preserves the 'g' of *may* which is Saxon *magan*, to be able

15 Give the uses of *Must*. Of what verb is it the past tense? What does *Might* denote?

*Must* expresses (1) *compulsion* from without  
'He *must* work'

(2) *necessity* 'He *must* have society

(3) *certainty* 'It *must* be so'

*Must* is the past tense of an old verb *mot* 'to be able,' 'be obliged'

*Might* denotes past permission as reported in the present "He told me that I *might* go"

16 Explain the forms —

He *wends* his way      *Quoth* they      *To wit*

Woe *worth* the day      You *ought* to do

*Wend* (Saxon *wendan*, to turn) is the old present tense of the verb *went*. The word is now nearly obsolete. The verb *go* now supplies its place.

*Quoth* (O E *cwæth-an*, to say, from which are derived also the verbs *be-ſweath*, to assign by will, and *quote*, to cite) 1st and 3rd pers sing past indef = *said* (I), *said* (he). It always precedes its subject, and is now used parenthetically.

The old verb *to wit*, "to know" makes its present tense '*wot*;' its past tense is '*wist*.' These forms are used in the English Bible

"*I wot* not who hath done this thing" (Gen xxi 26)

"He *wist* not what to say" (Mark, ix 6)

*To wit* is the old dative infinitive, now used as an adverb = *namely*

*Worth*. This verb occurs only in 3rd pers sing pres subj with imperative or optative force.

*Woe worth* = *woe be to*, a form of execration.

(O. E. *weorthan* = Germ *werden*, "to become, come to pass")

"Woe *worth* the chase, woe *worth* the day,  
That cost thy life, my gallant grey"

(Scott, *Lady of the Lake*)

*Ought* is the past tense of the verb *owe*, "to own," "to possess." It has now a present as well as a past meaning when used to express *duty*, *obligation*. What you *ought* to do is what *is due* from you—what you *should* do.

What was the primary meaning of *shall*? How did it acquire its present meaning? What did *will* originally mean?

The primary meaning of *shall* was "to owe." Chaucer says "that faith I *shall* (i.e., *owe*) to God." From this idea of what *is due* sprung the meaning of *necessity*.

*Will* originally meant "to desire," "wish."

18 Give the simplest rule for the use of *shall* and *will* in simple sentences

If the speaker is the nominative to the verb and also determines its accomplishment or, if he is neither the nominative to the verb nor determines its accomplishment,—the proper auxiliary is “will,” in every other case it is “shall.” Take for example “I *will* be drowned and nobody *shall* save me.” In “I *will* be drowned” the speaker is the nominative of the verb “*will* be drowned,” but as he does not determine its accomplishment, the proper auxiliary should be *shall*. Again in “nobody *shall* save me” the speaker is neither the nominative of the verb “*shall* save” nor determines its accomplishment—the proper auxiliary should therefore be *will*.

19 Give the uses of *shall* and *will* in affirmative sentences

In affirmative sentences *shall* with the first person, and *will* with the second and third, imply *simple futurity* i.e. state that an action is about to be performed *will* with the first person, and *shall* with the second and third, express *promises, threats, or commands*. Hence the English idioms to denote *mere futurity* are —

I shall	we shall
Thou wilt	you will
He will.	they will.

And those to denote *promises, threats, or commands* are —

I will	we will
Thou shalt.	you shall
He shall	they shall

Distinguish between (1) "I *will* not die alone," and I *shall* not die alone," (2) "He *shall* be dismissed," and "He *will* be dismissed," (3) "To-morrow *shall* be a holiday " and "to-morrow *will* be a holiday " (4) Thou *shalt* not steal, and "thou *wilt* not steal " (5) "You *shall* be king, and you *will* be king "

(1) "I *will* not die alone" =

I am determined that others  
shall die with me

"I *shall* not die alone" =

The course of fate will over-  
whelm other persons along  
with me

(2) ' He *shall* be dismissed' =

I will exert my influence to  
have him dismissed

"He *will* be dismissed" =

Dismissal is to be his lot  
whether I exert my in-  
fluence or not

(3) "To-morrow *shall* be a holiday" =

To-morrow is to be a holiday  
by the permission or order



of the speaker (this therefore might be said by a head master, and not by a school boy )

"To-morrow *will* be a holiday " =

To-morrow is to be a holiday because it has been so ordered or arranged (this might be said by a school-boy )

(4) "Thou *shalt* not steal" is a command.

"Thou *wilt* not steal" is a prediction

(5) "You *shall* be king" is a wish or pleasure of the speaker "

"You *will* be king" is a prediction

21 Give seven improper uses of *will*

1 I *will* not be able

2 I *will* be much obliged

3 I *will* be glad.

4 I *will* be under the necessity

5 I *will* be at a loss

6 I *will* have much pleasure

7 I hope I *will* succeed

22 Give the exact force of *shall* and *will* in the following —

(1) This *will* be the son of our Head master

(2) On receiving this letter you *will* at once start

(3) He *will* spend hours together in their company

(4) Read the book and you *shall* find hardly any mistake

(5) Accidents *will* happen

- (6) The cock's shrill clarion, or the echoing horn  
No more *shall* rouse them from their lowly bed  
(7) An extract from Hallam *shall* close the section  
(8) Nay, but we *will* have a king over us

- (1) *Will be* = Is probably.  
(2) *Will* denotes command in courteous terms.  
(3) *Will* denotes habit.  
(4) *Shall* denotes absolute certainty  
(5) *Will happen* = Do happen  
(6) *Shall* denotes certainty *Shall* rouse = Is  
sure to rouse.  
(7) *Shall* denotes promise or pledge on the part  
of the author  
(8) *Will have* = resolve to have  
3 Explain the difference between *shall* and *will* in inter-  
rogative sentences

In asking questions—

Shall I ?	shall we ?	} express generally the <i>wish</i> of the per- son addressed
Wilt thou ?	will you ?	
Shall he ?	shall they ?	
Shall I ?	shall we ?	} denote simple futurity
Shalt thou ?	shall you ?	
Will he ?	will they ?	

The form "will I ?" is an absurdity, as the speaker asks the other party what he himself can know, namely, his own will and determination

Distinguish between—

- (a) *Will you go ? Shall you go ?*  
(b) *Will he go ? Shall he go ?*

(c) *Shall you* be at home this morning ?

*Will you* be at home this morning ?

(a) *Will you* go ? = Is it *your wish* to go ?

*Shall you* go ? = *Will events permit or require*  
*you* to go ? . . .

(b) *Will he* go ? = Does *he wish* to go

*Shall he* go ? = Is it *your will* that *he* go

(c) *Shall you* be at home this morning ? =

*Are you likely* to be at home  
this morning ,

*Will you* be at home this morning ? =

*Can you promise* to be at  
home this morning ,

the rule for the use of *shall* and *will* in indirect  
speech

In indirect speech "shall" expresses *futurity*, and

"will" *determination*, in all the persons

Hence to denote *futurity* we must use—

(1) I tell you *I shall* be there

(2) You tell me *you shall* be there

(3) He hopes *he shall* be there.

And to denote *determination* we must use—

(4) I say I *will* write

(5) You say you *will* write

(6) He says he *will* write.

26 Distinguish between —

(a) "I say that *you will* write" and

"I say that *you shall* write"

(b) ' *May I go?* ' and ' *shall I go?* '

Give the exact force of *shall* in—

"*Shall I die, if I drink this?*"

(a) ' *I say that you will write* ' is prediction

"*I say that you shall write*" is promise or threat

(b) "*May I go?*" = Do you permit me to go?  
i.e., I wish to go and ask your permission

"*Shall I go?*" = Do you wish me to go? i.e.  
If you wish me to go, I shall go, otherwise not.

"*Shall I die, if I drink this?*" = Is my death likely to take place, if I drink this? (enquiry as to future events)

27 Enumerate and give examples of the various ways in which *should*, *would* are used

*Should* is used to express—

(1) *duty* "I *should* write"

(2) *supposition* "If it *should* rain I cannot come"

(3) a *future, dependent on a past tense, and when the event is under our control* ' He promised that he *should* visit us '

(4) a *diffidence* in the speaker "I *should* think it would be better to decline"  
(i.e., I am inclined to think &c)

*Would* is used to express—

- (1) *volition* “They were invited but they *would* not come” (i.e. They were *unwilling*.)
- (2) *wish* or *prayer* “*Would* to God that it were so” (i.e. I *wish* that God &c.)
- (3) a *habit* “He *would* frequently indulge in such meditations”

8 Explain the difference between *should* and *would* (a) in affirmative sentences, (b) in interrogative sentences

(a) In affirmative sentences—

*Should* in the *first* person simply *fortells* “I *should* be glad to do it,” in the *second* and *third* persons it denotes *obligation* “you (or he) *should* go” *Would* in the *first* person expresses *determination* “I *would* do it at the risk of my life,” in the *second* and *third* persons it simply *fortells* “you (or he) *would* go”

(b) In interrogative sentences—

*Should* in the *first*, *second* and *third* persons refers to another’s will “*should* I (you or he) go?” *Would* in the *second* and *third* persons denotes *volition* or *determination* in the *nomi-*  
*native* “*would* you (or he) go?” *Would* is inadmissible in the *first* person

29 Give seven improper uses of *would*

- 1 I *would* not be able
- 2 I *would* be much obliged

3. I *would* be glad
4. I *would* be under the necessity
5. I *would* have much pleasure
6. I *would* be at a loss
7. I hoped I *would* succeed

1 Give the exact force of *should* and *would* in the following —

(a) 'He did not know that he *should* die

(b) A simple child—

What *should* it know of death?' (Wordsworth)

(c) His listless length at noon-tide *would* he stretch  
And pore upon the brook that bubbles by (Gry)

(1) '*Should* die' = *was certain to die*

(b) 'What *should* it know' = what *ought* it to know? and hence 'what *would* it be expected to know

(c) '*Would* stretch' = *was in the habit of stretching*

## CONSECUTION OF TENSES

1 State the main rules for the sequence of tenses in English Give examples

I If the verb in the principal clause be of the *present* or of the *future* tense, the verb in the dependent clause may be of *any* tense

II If the verb in the principal clause be of the *past* tense, the verb in the dependent clause should be of the *past* tense

To rule II there is one exception which is as follows :—

When the dependent clause expresses something which is habitually or constantly true, the verb of that clause is put in the *present tense*.

*Examples of Rule I.*

He says	..	...	{	that he loves me
			{	that he has loved me.
			{	that he loved me
			{	that he had loved me.
			{	that he will love me
			{	that he will have loved me.

He will say	.	{	that he is ill
		{	that he has been ill
		{	that he was ill
		{	that he had been ill
		{	that he shall be ill
		{	that he shall have been ill

I have heard	.	{	why he goes there.
		{	why he has gone there
		{	why he went there
		{	why he had gone there.
		{	why he will do there
		{	why he will have gone there.

*Examples of Rule II.*

He asked me	.	{	whether I did it
		{	whether I had done it
		{	whether I should do it
		{	whether I should have done it.

You had told me { why you saw him.  
 why you had seen him  
 why you should see him  
 why you should have seen him.

*Examples of the exception to Rule II.*

He did not know that the earth moves round the sun Did you convince the merchant that honesty is always the best policy?

Our teacher taught us that we are sinful and mortal

He admitted that all men are liable to error.

I remembered that virtue is its own reward.

What is the difference in the usage of the *present* and the *perfect infinitive*?

The *present infinitive* is used when the act expressed by the infinitive is regarded as *contemporary* in point of time with its governing verb, or *subsequent* to it All verbs expressive of *hope, intention, desire, command* must be followed by the *infinitive present*, and not by the perfect, as —

I intend	} to see him.
I shall intend	
I intended	
I had intended	

The *perfect infinitive* is used when it is *antecedent* to the governing verb, as, "Kirkstall Abbey appears to have been an extensive building" (i.e., Kirkstall Abbey appears now, to have



been formerly in extensive building) After the past tenses of verbs expressing *desire*, *hope*, *intention*, &c, the perfect infinitive implies that the *desire*, *hope*, *intention* &c, were not realized, as —

"I hoped to have seen you before the meeting"  
(but I was not able to do so)

"I was to have gone to England this year" (but I did not go)

"The Magistrate was to have presided over the meeting" (but he did not preside)

Distinguish between — (1) "I am to go" and "I have to go" (2) "I can but try" and "I cannot but try"

"I am to go" = It is settled or arranged that  
I shall go

"I have to go" = It is my duty to go

"I can but try" = I can only try, i.e. I can do  
no more

"I cannot but try" = I can do nothing except try,  
i.e. I must try

## STRONG AND WEAK VERBS

How are irregular verbs classified?

Irregular verbs are divided into three classes —

(1) Those which have only one form for the present tense, past tense, and complete participle;

- (2) Those which have *two distinct forms* for the present, past indefinite, and perfect participle of the verb ,
- (3) Those which have *three distinct forms* for the above mentioned parts of the verb

Give six examples of each of the following —

- (1) Of verbs having only *one form* for the present tense, the past tense, and the perfect participle ,
- (2) Of verbs having *two distinct forms* for the same ,
- (3) Of verbs having *three distinct forms* for the same

(1) Cast, hit, set, shred, slit, split

(2) Abide, bend, bleed, come, pay, sell .

(3) Arise, begin, crow, draw, drink, eat

Classify strong verbs according to the vowel changes they undergo

Strong verbs are divided into the following five classes —

(1) Those that change the vowel of the present for the past tense, and leave it unchanged in the past participle

(a) *ea, i, o, u*, changing into *a* ; as, *eat* (ate, eaten) , *give* (gave, given); *come* (came, come), *run* (ran run )

(b) *a* changing into *e* or *oo* , as, *fall* (tell, fallen). *blow* (blew, blown), *forsake* (forsook, forsaken )

(2) Those that change the vowel of the present in the same manner for both past tense and past participle.

- (a) *a* changing into *o*, *oo*, or *u*, as, *awake* (awoke awoke), *stand* (stood, stood), *hang* (hung, hung)
- (b) *e* *ea* changing into *o*, as, *get* (got) gotten, *tread* (trod, trodden.)
- (c) *i* (long) changing into *i* (short) or *ou*; as, *bite* (bit, bitten), *fight* (fought, fought)
- (d) *o* changing, into *u*; as, *hold* (held, held)
- (3) Those that change in different ways both past tense and past participle
  - (a) *i* (short) changing into *a* in the past, and into *u* in the past participle as, *begin* (began begun)
  - (b) *i* (long) changing into *o* in the past and into *i* (short) in the past participle, as, *arise* (arose, arisen)
  - (c) *o* changing into *u* in the past, and into *one* in the past participle, as *do* (did, done)
  - (d) *y* changing into *ew* in the past, and into *own* in the past participle as *fly* (flew flown)

ℒ (4) Those that have the same vowel throughout, as, *let* (let let), *burst* (burst, burst)

ℒ (5) Those that are incomplete and also conjugated in weak forms

<i>Pres</i>	<i>Past</i>	<i>Past part</i>
melt	.	molten
heave	hove	
rot	rotted*	rotten
show	showed*	shown

*A B* — The parts marked \* are the weak forms

Classify the weak verbs

- (1) Those in which the addition of *d* or *t* is accompanied by some vowel change, as, *beseech* (besought besought) *bred* (bied bried)
- (2) Those ending in *d*, in which the past tense and past participle appear in contracted forms, as, *bend* (bent bent)
- (3) Those that have lost all or nearly all trace of inflexion; as, *cast* (cast cast)
- (4) Those that have adopted the suffix *d* or *ed* in the past tense in place of the strong formation, as, *bake* (baked baked, baken.)
- (5) Those that have irregularly contracted forms; as, *have* (had, had); *make* (made, made)

Mention five verbs that in the past tense and perfect participle both undergo a change of vowel, and add *d* or *t*

*Bring, seek, thin, bleed, shoe*

Mention five verbs that change the root vowel in the past tense, but do not take *en* in the perfect participle

*Begin, cling, -fight, grind, ring*

- 7 Mention five verbs that form the past tense in *ed*, and the perfect participle in *en* .

*Lade, mow, rive, saw, sow*

- 8 Give the more ancient and more recent forms of the past tense of the following verbs — *Kneel, work, gird, leap, owe* Give the difference in meaning at the present day of the two forms in the case of the word last mentioned

*Present tense.*

kneel

work

gird

leap

owe

*Past tense*

knelt, kneeled

wrought, worked

girded, girt

leapt, leaped

ought, owed

*Ought* is now used to express 'duty,' 'obligation',  
*owed* to mean 'was in debt'

- 9 Point out which of the following verbs are strong and which are weak, giving the past tense of each —  
*tread, strive, seek, sell, give, buy, grind, meet, rise, lay, lie, fling, bring, dig, breed, heave, fly, try, squeeze, forsake*

The following verbs are strong :—

*Present*

tread

strive

give

grind

rise

*Past*

trod

strove

gave

ground

rose

lie	lay
fling	flung
dig	digged, dug
heave	hove, heaved
fly	flew
torsake	forsook

The following verbs are weak —

<i>Present.</i>	<i>Past</i>
seek	sought
sell	old
buy	bought
meet	met
lay	laid
bring	brought
breed	bred
try	tried
squeeze	squeezed

- 10 Give the past tense and past participle of—*bear*, to bring forth,—*bear*, to carry,—of *cleave*, to adhere—*cleave*, to split, of *dare*, to venture,—*dare*, to challenge,—of *flie*, from danger,—*fly* as a bird,—*flow*, as water

<i>Present.</i>	<i>Past</i>	<i>Past part.</i>
{ <i>bear, to bring forth</i>	bare, bore	born
{ <i>bear, to carry</i>	bore	borne
{ <i>cleave, to adhere</i>	cleaved, clave	cleaved
{ <i>cleave, to split</i>	clove, cleft	cloven, cleft
{ <i>dare, to venture</i>	durst	dared
{ <i>dare, to challenge</i>	dared	dared

{ flee, from danger	fled	fled
{ fly, as a bird	flew	flown
{ flow, as water	flowed	flowed

- 11 Give the past tense and past participle of *hang*, to take away life,—*hang*, on a peg or pin,—of *lade*, to throw out water,—*lade*, to load,—of *lay*, to place,—*lie*, to lie down,—*lie*, to speak falsely,—of *lose*, to suffer loss,—*loose*, to untie,—of *pen*, to coop up,—*pen*, to write;—of *set*, to place,—*sit*, to rest upon

<i>Present.</i>	<i>Past.</i>	<i>Past part.</i>
{ <i>hang, to take away life</i>	<i>hanged</i>	<i>hanged</i>
{ <i>hang, on a peg, pin</i>	<i>hung</i>	<i>hung</i>
{ <i>lade, to throw water</i>	<i>laded</i>	<i>laded</i>
{ <i>lade, to load</i>	<i>laded</i>	<i>laden</i>
{ <i>lay, to place</i>	<i>laid</i>	<i>laid</i>
{ <i>lie, to lie down</i>	<i>lay</i>	<i>lain</i>
{ <i>lie, to speak falsely</i>	<i>lied</i>	<i>lied</i>
{ <i>lose, to suffer loss</i>	<i>lost</i>	<i>lost</i>
{ <i>loose, to untie</i>	<i>loosed</i>	<i>loosed</i>
{ <i>pen, to coop up</i>	<i>pent</i>	<i>pent</i>
{ <i>pen, to write</i>	<i>penned</i>	<i>penned</i>
{ <i>set, to place</i>	<i>set</i>	<i>set</i>
{ <i>sit, to rest upon</i>	<i>sat, sate</i>	<i>sat</i>

- 12 Give the past tense and past participle of *sow*, to scatter seeds,—*sow*, to stitch with a needle,—of *spit*, to throw out spittle,—*spit*, to put upon a spit,—of *wet*, to moisten,—*whet*, to sharpen,—of *wind*, to twist,—*wind*, to fill with wind—

<i>Present.</i>	<i>Past</i>	<i>Past part.</i>
{ sow, to scatter seeds	sowed	sown
{ sew, to stitch with a needle	sewed	sewed
{ spit, to throw out spittle	spat, spit	spit
{ spit, to put upon a spit	spitted	spitted
{ wet, to moisten	wet	wet
{ whet, to sharpen	whetted	whetted
{ <u>w</u> ind, to twist	wound	wound
{ <u>w</u> ind, to fill with wind	winded	winded

3 Write down the Preterite and Past Participle of the following verbs giving both forms where two forms occur —*bereave, clothe, gird, strike, help, light, kneel, gild, speed, pay, knit, quit, heat, bid, get, shear, strive, ride, tear, grave*

<i>Present</i>	<i>Past.</i>	<i>Past part</i>
bereave	bereft	bereft bereaved
clothe	clad, clothed	clad, clothed
gird	girded, girt	girded, girt
strike	struck	struck, stricken
help	holp, helped	holpen, helped
light	lit, lighted	lit, lighted
kneel	knelt, kneeled	knelt, kneeled
gild	gilded, gilt	gilded, gilt
speed	sped	sped



pay	paid	paid
knit	knit, knitted	knit, knitted
quit	quitted	quitted
hew	hewed	hewn, hewed
bid	bade, bid	bidden, bid
get	got	got, gotten
shear	sheared, shore	shorn, sheared
strow, strew	strowed, strewed	strown, strowed
stride	strode, strid	stridden
tear	tore	torn
grave	graved	graven, graved

14 Write down the principal parts of the following verbs —  
*seel, seethe, swam, swell, spin, wend, win, weave, swing,  
 wring, shoot, load, mow shoe, ride, rid, shed*

<i>Present</i>	<i>Past</i>	<i>Past part</i>
seek	sought	sought
see <u>th</u> e	sod	sodden, sod
swam	swam, swum	swum
sw <u>ell</u>	swelled	swollen, swelled
spin	span, spun	spun
w <u>end</u>	wended	wended
w <u>in</u>	won	won
weave	wove	woven
sw <u>ing</u>	swung	swung
w <u>ring</u>	wrung	wrung
shoot	shot	shot
load	loaded	laden, loaded
mow	mowed	mown, mowed

shoe	shod	shod
ride	rode	ridden
rid	rid	rid
shed	shed	shed

Give the archaic form of the past tense of the following verbs — break choose, drive get, heave ride sing, smite spin spring, steal, stride win, wring, write, ring

Present.	Past (archaic form)
break	broke
choose	chose
drive	drove
get	got
heave	hove
ride	rid
sing	sung
smit	smit
spin	span
spring	sprang
steal	stole
stride	strid
win	won
wring	wrang
write	wrot
ring	rung

Examine the forms — Straight, dight, hight, vered, routed

Straight is another form of stretched.

*Dight* is short for *dighted* p p of O E *dihtan*,  
to adorn

*Hight* originally is only past, but also took the  
place of *halen*, *hoten* (called) now archaic

*Worsted* (made worse, defeated) is p p of a verb  
to *worse* -

*Wonted* is an adjective from the noun *wont*,  
which was originally the participle of  
O E. *won* 'to dwell,' or 'to be accustomed',

## DIRECT AND INDIRECT NARRATION.

Distinguish between the Direct and the Indirect Narration

In the Direct Narration the exact words of the speaker are given, they are introduced by some such form as *He says* or *said*, without the conjunction *that* following and they are enclosed within quotation marks —

Sham said, "I am going to school"

In the Indirect Narration (Oblique or Reported speech) the exact words of the speaker are not given, though the meaning is given, they are introduced by some such form as *He says* or *said*, with the conjunction *that* following, and no quotation marks are used —

Sham said that he was going to school

- 2 Give the rules for the changes to be made (1) in the verbs, (2) in the pronouns, (3) in words and phrases denoting relation, in changing a speech from the Direct form of construction to the Indirect

(1) In changing a speech into the Indirect form of construction—

(a) When the introductory verb is past all the present tenses in the speech must be changed into the corresponding past tenses —

*Direct* Sham said, “I am (or was) ill”

*Indirect* : Sham said that he was (or had been) ill.

(b) When the introductory verb is in the present or the future tense, the tense of the verb in the speech remains unchanged in the report.—

*Direct* . Sham says (or will say), “I am (or was) ill”

*Indirect* Sham says (or will say) that he is (or was) ill

(c) When the speech is an interrogation the introductory verb must be replaced by some verb expressing interrogation and followed by a conjunctive adverb (*how, whether, why, when, where, when, &c,*) if necessary, and the interrogatory speech should be changed into an affirmative one, if necessary —

*Direct* He said to me, “How do you do?”

*Indirect* : He asked me, how I did.

- (d) The imperative mood in the speech must be replaced by the infinitive; and the introductory verb by some verb expressing command or request, with an object of the person —

*Direct* He said to him (Sham), "Go and call Ram."

*Indirect* He told him (Sham) to go and call Ram.

*Direct* He said to him (Sham), "send me your book, please."

*Indirect* He requested him (Sham) to lend him his book

- (2) In transposing from the direct to the Indirect form of construction—

- (a) Put all pronouns which in the speech are of the first person into the same person as the subject of the introductory verb —

*Direct* Hari said "I am wrong"

*Indirect* Hari said that he (Hari) was wrong

- (b) Put all pronouns of the second person in the speech into the same person as the pronouns which come after the introductory verb —

*Direct* Hari said to me, "you are wrong"

*Indirect* Hari said to me that I was wrong

- (c) Pronouns of the third person in the speech remain unchanged in the report —

*Direct* Hari said to me, "he is wrong"

*Indirect* Hari said to me that he was wrong.

*Direct* Hari said to you, "*he is wrong*"

*Indirect* : Hari said to you *that he was wrong*.

*N B* — There is an exception to Rule (c) When persons spoken of in the speech are those to whom the report is made, all pronouns in the speech referring to these people are changed into the second person :—

*Direct* Hari said to me, "*He (i.e. you) is wrong*"

*Indirect* Hari said to me *that you were wrong*.

When persons spoken of in the speech are the reporters, all pronouns in the speech referring to them are changed in the report into the first person —

*Direct* He said to you, "*He (i.e. I) is wrong*"

*Indirect* . He said to you *that I was wrong*

(3) In changing a speech into the Indirect form of construction—

(a) Words and phrases denoting 'near relation' of time (*now, this day, or to-day, to night, to-morrow, yesterday, last night, this month &c* ,) must be changed into corresponding expressions denoting 'farther relation' of time (*then, that day, the next day, the previous day, the preceding night, that month &c* )

*Direct* He said, "*It is now three o'clock*"

*Indirect* He said *that it was then three o'clock*

- (b) Words and phrases denoting 'near relation, of place (*here, this place, these books &c.*) must be changed into corresponding expressions of 'farther relation' of place (*there, that place, those books, &c.*)

*Direct* Hari said, "I am *here*"

*Indirect* Hari said that he was *there*.

- (c) These expressions of relation in the speech will remain unchanged in the report if they refer to objects present at the time of the report, or to the place in which the reporter is at the time of the report. —

*Direct* He said "*this* word is *now* obsolete"

*Indirect* He said that *this* word (*i.e.* the word before us) was *now* (*i.e.* in modern times) obsolete

3 Turn the following into the Indirect form —

(a) Portia said to Antonio, "Have you any thing to say?"

(b) Shylock said, "O wise young judge, how I do honour you!"

(c) "Ah!" said Antonio, "I am the unhappy cause of these quarrels"

(d) She said to Shylock, "Be merciful, take the money, and bid me tear the bond"

(e) "Is he not able to pay the money?" asked Portia

(f) Miranda said, "Would I might but ever see that man!"

(g) Miranda said, "O the heavens! What foul play had we?"

(h) The boy said "May you be happy, Sir!"

(i) Hamlet said "Good-night, mother!"

(j) Ram said, "May I be a candidate?"

Ram said "May I be a candidate?"

(L) He said "By my soul I swear there is no power —  
the tongue of man to alter me"

(l) I said "Who says to me 'you are a knave'?"

(m) The hermit said,

"For shame, fond youth thy sorrows hush,  
And spurn the sex"

(n) The child said "My father, God forbid it me that  
I should do this thing"

(a) Portia asked Antonio if he had any thing  
to say

(b) Shylock declared to the wise young judge  
how he did honour him.

(c) Antonio exclaimed that he was the unhappy  
cause of those quarrels.

(d) She requested Shylock to be merciful, to take  
the money, and to bid her tear the bond.

(e) Portia asked whether he was not able to pay  
the money.

(f) Miranda exclaimed that she wished she might  
but ever see that man

(g) Miranda exclaimed what foul play they had.

(h) The boy wished that he (the gentleman)  
might be happy

(i) Hamlet said good night to his mother or,  
Hamlet bade his mother good-night.



- (j) Ram asked if he might be a candidate.  
Ram expressed a wish to be a candidate or,  
Ram wished that he might be a candidate
- (k) He swore that there was no power in the  
tongue of man to alter him
- (l) I asked who called me a villain.
- (m) The hermit cried shame on him for a fond  
youth and told him to hush his sorrows, and  
spurn the sex
- (n) The child declared to his father that God  
forbid it him that he should do that thing

4 Turn the following into the Direct form —

Zantippus told them that their armies had been hitherto overthrown, not by the strength of the enemy, but by the ignorance of their own generals. He therefore only required a ready obedience to his orders, and assured them of an easy victory.

"Allow me to tell you," said Zantippus, "that your armies have been hitherto overthrown, not by the strength of the enemy, but by the ignorance of your own generals. All, therefore, that I require is a ready obedience to my orders, and I assure you of an easy victory."

5 Turn into the Indirect speech —

"I thank thee," cried the dying Consul, "and may the Gods recompense thy piety. But as for me, all is over, and my part is chosen. Do not, therefore, by attempting to persuade a desperate man, lose the only means of procuring thine own safety."

The dying Consul thanked him, and prayed that the Gods might recompense him for his piety. But as for himself, he said that all was over, and that his part was chosen. He therefore entreated him not to lose the only means of procuring his own safety, by attempting to persuade a desperate man.

6. Turn into the Direct speech —

They asked Brennus what harm the men of Clusium had done the Gauls, that they thus made war on them and Brennus made answer that the injury was the Clusians possessed land that the Gauls wanted, remarking, that it was exactly the way in which the Romans themselves treated their neighbours, adding, however that this was neither cruel nor unjust.

They said to Brennus, "What harm have the men of Clusium done you, that you thus make war on them?" Brennus made answer "The injury is that they possess land that we want, and that is exactly the way in which you yourselves treat your neighbours, though that is neither cruel nor unjust."

Without paraphrasing the following passage, rewrite it in a correct prose, using the indirect form of speech —

"Come hither, come hither," the sheriff said,

"Ask what thou wilt of me."

"O I will none of thy gold," said Robin,

"Nor I will none of thy foe

"But now I have slain the master," he says,

"Let me go strike the knave,

"For this is, all the reward I ask ,

"Nor no other will I have "

The sheriff told Robin to come thither, and ask what he would of him. Robin replied that he would none of his gold, nor would he any of his fee. But then he had slain the master, he asked to let him go strike the knave; for that was all the reward he asked, nor any other would he have.

8 Turn the following into the Indirect Narration —

The woman said unto him, "Son, thou hast nothing to draw with, and the well is deep from whence then thou hast that living water? Art thou greater than our father Jacob, who gave us the well, and drank thereof himself, and his children, and his cattle?"

The woman said unto him that he had nothing to draw with and the well was deep from whence then had he that living water? Was he greater than their father Jacob who had given them that well, and had drunk thereof himself, and his children, and his cattle?

9 Transpose into the Direct form of construction —

He answered me with a great deal of candour, that the condition of his comrades was so miserable, and that they were so sensible of it, that he believed they would abhor the thought of using any man unkindly that should contribute to their deliverance, and that he was sure if I would undertake their relief, they would live and die by me,

He answered me with a great deal of candour,  
 "The condition of my comrades is so miserable  
 and they are so sensible of it, that I believe  
 they will abhor the thought of using any man  
 unkindly that shall contribute to their deliver-  
 ance, and I am sure if you will undertake  
 relief they will live and die by you "

## PART VIII

### ADVERBS

1 What are Adverbs? What parts of speech do they qualify?

✓ Adverbs are words used *with verbs* to describe in some way what is done as, 'Speak *loudly*.'

They qualify (1) Noun 'Even Solomon'

(2) Pronoun. 'I am *affectionately* yours'

(3) Adjective 'A *very* good boy.'

(4) Verb 'Write *clearly*'

(5) Adverb 'Very soon'

(6) Preposition: 'I am *entirely* with you'

(7) Participle. 'He is *greatly* beloved'

2 What are Simple and Conjunctive (or Relative) Adverbs?

Simple Adverbs merely modify the words with which they are used; as, 'Hari writes *well*.'  
 when shall we meet again?

Conjunctive (or Relative) Adverbs connect propositions, as, 'tell me *when* you will come;' 'I know not *whence* you are'

- 3 Classify Adverbs (a) according to their meaning, and (b) according to their origin.

Adverbs may be classified—

(a) according to their meaning as follows —

(1) Time; *once, always, daily, before, to-morrow.*

(2) Place, *here, aloft, below, inside, around*

(3) Degree, *much, very, greatly, almost, nearly.*

(4) Manner, *well, thus, truly, softly, so*

(5) Cause, *therefore, wherefore, whence, why.*

(b) according to their origin as follows —

(1) Monosyllabic Saxon words; *now, up, ill, &c*

(2) Derivatives—

(i) Genitival adverbs, *need-s (of necessity), noway-s, alway-s, unaware-s, on-ce, whil-s-t* The *s* is an old genitive suffix

(ii) Dative adverbs, *whil-om, seld-om.* The *-om* is an old dative ending

(iii) Pronominal adverbs *where, when, then, here, &c.*

(iv) Prepositional adverbs, *an-on (at once), a-bed, a-broad, of late, to-day, be-times, &c*

- (v) Adjectival adverbs, *rich-ly*, *dark-ly*, *long*, *likewise*.
- (3) Compound adverbs, *yesterday*, *mean-while*, *somewhat*, *meanwhile*, &c. In these instances the nouns are in the objective case qualified by an adjective
- (4) Other parts of speech used adverbially.

State the various ways of forming Adverbs in English.

Adverbs are formed principally from Nouns and Adjectives

(1) By prefixes—

*a*—(A. S.) *a-shore*, *a-far*

*a*—(Latin) *a-part*; *a-cross*;

*al*—(A. S.) *al-so*, *al-most*.

*be*—(A. S.) *be-fore*, *be-sides*.

*to*—(A. S.) *to-day*.

*per*—(Latin) *per-chance* *per-haps*

*A. B.* —*per-haps* is a hybrid.

(2) By suffixes (A. S.)

—*es*, —*e*, —*ce*, —*s*. *un-wa-es*, *else*, *on-ce*, *need-s*.

—*ling*, —*long* *dark-ling* (= *in* the dark), *head-long*

—*ly* *month-ly*, *bad-ly*.

—*meal* *piece-meal* (= by *pieces*), *inch-meal* (= by inches).

—*om* *whilom*, *seldom*.

*N B* —*whil-om*, *seld-om* contain an old dative ending *whil-om* = (at *whiles i.e*, formerly)

—*ther* *hither*, *thither*.

—*ward*, —*wards* *home-ward*, *home-wards*

—*wise*, —*ways* *otherwise* *always*

- 5 Form adverbs from the following adjectives by adding *ly* —*pretty*, *coy*, *gay*, *shy*, *able*, *whole*, *holy*, *godly*, *due*, *true*, *pure*, *free*, *one*, and *frame* according to your answer rules for the formation of their adverbs

Rule (1) Adjectives ending in *y* after a consonant change *y* into *i* before *-ly*, but not after vowels; as, *pretty*, *prettyly*, *coy*, *coyly*  
*Gay* (*gaily*) *shy* (*shyly*) are exceptions

Rule (2) Adjectives ending in *le* after a consonant change *e* into *y* without the addition of *-ly*, as, *able*, *ably*

Rule (3) Adjectives ending in *le* after a vowel change *le* into *l* before *-ly*, as, *whole*, *wholly*

Rule (4) Adjectives ending in *-ly* do not add a second *-ly* to form adverbs, the simple adjective is used as an adverb *godly*, *likely* In *holily* from *holy*, the *l* is part of the root

Rule (5) Adjectives ending in *e* after a vowel reject *e* before *-ly*, but not after consonants (*l* excepted), as, *true*, *truly*, *due*,

*duly, pure, purely* *Free (freely), one (only)* are exceptions

Discuss the forms *yes* and *no*

*Yes* and *no* are not adverbs, as they are not used to qualify verbs, adjectives, or other adverbs. Nor can we call them interjections as they do not express any emotion of the mind. They are merely substitutes for sentences. Thus in the question and answer—‘Is he willing?’ *yes*—*yes* is equivalent to the sentence ‘he is willing’. The expressions *yes* and *no* may therefore be called *word sentences* (i.e. words equivalent to sentences.)

Account for the frequent use of the same words as adjectives and adverbs

In old English the adverb was often formed from the adjective by adding *e*, as *soft, softe*. The *e* was dropped, and then both had the same form. *Loud, hard, fast, long, high, wise, much, little &c.*, are both adverbs and adjectives

Which form is accurate ‘He arrived *safe*’ or ‘He arrived *safely*’? If both are accurate, how do they differ in meaning?

Both forms are accurate. ‘He arrived *safe*’ means ‘He was safe when he arrived’. ‘He arrived *safely*’ means ‘He arrived in a safe manner’. (Cf. ‘The sun shines bright’, ‘The



sun shines 'brightly') The adjective form expresses the quality of the agent, and the adverbial form the quality of the act.

- 9 Name the adverbs of comparison. Construct sentences illustrative of their use

The following are the adverbs of comparison —

'So,' 'as,' 'then,' 'like' and 'too.' To these may be added 'enough,' 'sufficiently,' 'only.'

'I am so weak that I cannot walk' (= *by that*)

'Mine is, *as good as* yours' =

'mine is good in *that degree*  
*in which degree* yours is good.'

'He is stronger *than* you' =

'he is stronger; *then* (= *next*  
*in a lower degree*) strong are  
you.'

'The sooner, the better' =

'better *in that degree* in  
*which* sooner'

'I am *too* weak to attend school' =

'I am so weak that I am  
unable to attend school'

'I am old *enough* to manage my own affairs' =

'I am so old that I am able  
to manage my own affairs'

'This is, *sufficiently* large for the purpose' =

'this is so large that it may  
serve the purpose.'

'He can *only* speak English' =

'he can speak, but cannot  
write English' 'Only' =  
*thus one thing by itself*

- 10 What adverbs admit of degrees of comparison? How is the comparison expressed when the adverb ends in 'ly'?

The following adverbs admit of degrees of comparison —

- (1) Adverbs of degree implying *abundance*,  
as, much, more, most; little, less, least
- (2) Adverbs of manner; as, well, better, best,  
ill worse, worst.

When the adverb ends in 'ly' comparison is expressed by 'more' and 'most', as, likely, more likely, most likely

- 11 When are *more* and *most* adjectives, and when adverbs?

*More* and *most* are adjectives, when they qualify nouns, and adverbs, when they qualify verbs, adjectives, or adverbs

- 12 Give instances of adverbs used as other parts of speech, and other parts of speech used as adverbs

Adverbs are used as—

- (1) noun 'I have heard that  
before *now*'
- (2) adjective 'The *then* king.'
- (3) verb. '*Down* with it'

Other parts of speech used as adverbs —

- (1) noun: 'He comes *home* to-morrow.'

- (2) pronoun 'He is *somewhat* proud'  
 (3) adjective 'Drink *deep*,' 'you play me *false*'  
 (4) participle. '*Passing* rich with forty pounds  
 a year'  
 (5) preposition 'I told you *before*'  
 (6) verb '*Smack* went the whip', '*snap* it went'

13 What difference in signification or usage is there between the following expressions ?—

*Presently* and *immediately*,  
*Ago* and *before*,  
*Very* and *much*,  
*Shortly* and *just now*,  
*Hardly* and *hard*,  
*Continually* and *continuously*,  
*Sometimes* and *sometime*,  
*Almost* and *nearly*

*Immediately* implies without any interposition of other occupation, *presently* implies without any intervention of time. Hence "I will do it immediately" means "I will do it is the next very thing" "I will do it *presently*," allows not a particle of delay

*Ago* is used to indicate a time preceding some part interval of time, as, 'He was here a little while *ago*' *Before* is used only when priority to some fixed point of time is to be expressed; as, 'you learnt this yesterday, I know it *long before*' (i.e., *before yesterday*)

*Very* is used with adjectives and adverbs in the positive degree, and with present participles used as adjectives, as, 'the book is *very* amusing.' *Much* is used with adjectives and adverbs in the comparative degree, and with past participles, as 'I thought him looking *much* altered' A few past participles that are used so frequently as to be reckoned as adjectives take *very* before them, as 'very tired

*Shortly* is used of future time and means *presently, soon*; it is never used of time past, or to indicate duration of time, as, 'I will send you the book *shortly*' *Just now* is used of a point of time slightly preceding the present; as, 'I came *just now*' (= *a moment before the present*)

*Hard* means *diligently, earnestly*, as, 'my father is *hard* at study'—Shakespeare *Hardly* means *scarcely*, as '*Hardly* he studies'

*Continually, continuously*, both mark length of duration, but the former admits of a certain degree of interruption, which the latter does not To say "it rained *continually* during the dry" would not of necessity imply that there was no break whatever to express that we should be apt to use *continuously*. = *cs*

*Sometime* means *former*, as, 'our *sometime* sister, now our queen'—Shakespeare. *Sometimes*

means (1) now and then, as, 'It is good that we be *sometimes* contradicted,' (2) at one time—opposed to *another time*, as, *sometimes* rich, *sometimes* (=another time) poor (=another time) poor,

That which is begun and approaches its completion is *almost* done, that which is on the point of being begun is *nearly* begun. It is *almost* twelve o'clock when the greater part of the twelfth hour is elapsed, it is *nearly* twelve o'clock when it is just on the point of striking twelve *Nearly* regards the beginning, and *almost* the end of an act

14 Distinguish between—

'He loves him more than me' and

'He loves him more than I'

Show that the following is ambiguous —

'You suppose him younger than I'

'He loves him more than me' =

'He loves him more than he loves me'

'He loves him more than I' =

'He loves him more than I love him'

'You suppose him younger than I' is ambiguous, as it may mean either that you suppose him younger than *I am*, or that you suppose him to be younger than *I* suppose him to be

- 15 Write four sentences as examples of *since* used in the sense of *ago*

I went to Calcutta two years *since*

There was a great storm at Madras a fortnight *since*.

The circumstance happened long *since*.

There was a heavy fall of rain three days *since*.

- 16 Give two examples of *back* used in the sense of *ago* ✓

A short time *back* I heard from him

Ten years *back* there was a great famine

- 17 Examine the forms—*ever so* *never so* ✓

*Ever so* = in whatever degree, as—

'Be it *ever so* homely there's no place like home'

*Never so* = as never before, as—

'The prayer of Christ is sufficient to strengthen us, be we *never so* weak,' i.e., the prayer of Christ is sufficient to strengthen us, be we so weak as (we were) never before.

*Never so* is now replaced by *ever so*, but very improperly

- 18 Compose sentences to show the correct use of—*once*, *at once*, *once for all*, *once in a way*, *once and again*, *even now*, *now and then*, *every now and then*, *now-a-days*.'

I saw him only *once* (= one time.)

I loved him *once* (= formerly)

Go *at once* (= without delay, immediately.)

He is *at once* (= both) knave and fool

They all moved *at once* (= simultaneously)

If you leave the class, you must leave *once for all*  
(=finally)

He may feel it hard to give a monthly subscrip-  
tion of two rupees, but he can easily afford to  
give five rupees *once in a way*

I warned him *once and again* (=repeatedly)

*Even now* he was here (=up to the present time)

He was *but now* telling me of you (=a short  
time before)

He comes to me *now and then* (=occasionally)

Money is money *now-a-days* (=at the present  
time)

*NB* — *once for all* = একবারে । *Once in a way* =  
এককালে ।

19 Write sentences showing different applications of each  
of the following, —

*Again, generally, rather, very*

- Again* means (1) a second time 'Do it *again*'  
(2) back 'Bring us word *again*'  
(3) in return 'Love to be loved  
*again*'  
(4) once more 'Ready *again* to  
take the field'  
(5) with frequent repetition, 'They  
wept and cried *again*'  
(6) on the other hand 'The one  
I cannot refuse, the other *again*  
I cannot accept'

- (7) in addition 'Half as much again = one and a half'

*generally* means (1) in the majority of instances. 'The plan *generally* succeeded'

- (2) in general. 'Hot summer *generally* follows a cold winter.'

*NB* —The first is the most usual meaning, the second is better expressed by the phrase 'in general'

*Rather* means (1) more readily or willingly 'I would *rather* die than live'

- (2) on the other hand 'Was nothing bettered, but *rather* grew worse'

- (3) ~~more~~ *correctly speaking*, 'A representative of the divinity or *rather* the divinity himself'

- (4) somewhat 'I am *rather* afraid to do it'

*Very* when adjective means (1) *true, actual*, as, 'There is a *very* life in our despair — Byron;  
(2) *itself, themselves*, as, 'His *very* friend'—  
Shakespeare 'The *very* lime-twigs of his spells'—Milton *Very* when adverb means *exceedingly*, 'very cold.'



20 Explain the form —“I *had* rather,”

Gave the force of *why* in—

“*Why* that I cannot tell,” said he

“But ’t was a famous victory ”

R Southey

“I *had* rather” = “I *would* rather” This expression has arisen from a false idea that the contracted form “I’d rather” stood for “I *had* rather,” whereas it really is for “I *would* rather ”

*Why* in “why that I cannot tell &c.” is used as an expletive, denoting slight impatience or surprise

21 State the various modes of forming compound Adverbs

(1) Noun + noun , side-ways, length-wise.

(2) Noun + adjective , breast-high, knee-deep

(3) Adjective + noun , mean-while, al-ways, mean-time

(4) Pronoun + noun ; to-night, some-times, other-wise

(5) Pronoun + preposition, here-tofore, here-after, there-upon.

(6) Preposition + noun , in-deed, out-side.

## PART IX

## PREPOSITIONS

Define a Preposition. How are Prepositions known from Adverbs ? Why are they so called ?

A Preposition shows the relation of a Noun or Pronoun—

(1) to another Noun, There is a boy *at* the door.

(2) to an Adjective ; He is fond *of* his dog

(3) to a Verb ; He comes *to* my house every day.

(4) to an Adverb I have rated him severely *for* his misconduct

Prepositions are known from Adverbs by governing nouns They are so called because they are usually *placed before* the words which they govern.

Classify Prepositions (a) according to their meaning, and (b) according to their forms

Prepositions may be classified—

(a) According to their meaning as follows —

(1) Place—

1 rest *in, on, at, near*

2 motion with direction *to, unto, towards*

3 place and direction, *on, above, over, under, off, beyond, round, about &c.*

(ii) Time ; *after, since, till, during, &c.*

(iii) Agency . *by, with, through, &c.*

- (iv) End, motive , *for, from, &c*
- (v) Reference , *of, about, touching, concern-*  
*ing, &c*
- (vi) Separation , *without, save, except, &c*
- (vii) Inclination , *according to, in pursuance*  
*of, &c*
- (viii) Opposition , *against, in spite of (=in*  
*despite of), &c*
- (ix) Substitution , *for, instead of, in place*  
*of, &c*
- (x) Possession, material , *of, (belonging to),*  
*(the property) of, (made) of*
- (b) According to their forms as follows —
  - (1) Simple prepositions , *at, by, for, in, on,*  
*of, all, out, to, up, with.*
  - (2) Compound Prepositions , *across, after,*  
*around, into, under, behind, &c*
  - (3) Derivative prepositions , *owing to,*  
*notwithstanding, except, save, &c*
  - (4) Phrase-Prepositions , *by means of, for*  
*the sake of, &c*

What difference in signification or usage is there between the following prepositions ?—

*In* and *into*

*By* and *with*

*In* and *to* (in speaking of the locality of places )

*In* and *at* (in expressions of place )

*In* and *at* (in expressions of time )

*Since, from* and *for* (in expressions of time )

*In* is used to express rest in a place, while *into* indicates motion to or towards a place as,

‘He walks *in* the park’

‘He fell *into* a pit’

*By* is used before the agent, and *with* before the instrument as,

‘He was struck *by* lightning

‘He wrote this *with* a steel pen’

In the sentence ‘Ceylon is *to* the south of India’ *to* denotes that Ceylon is *beyond* the boundary of India ‘Mysore is *in* the south of India’ means that Mysore is *within* the boundary of India

*In* is used before the names of countries, districts, and large cities *at* before the names of foreign cities, small towns and villages, as ‘He is *in* England,’ ‘*in* Calcutta,’ ‘He lives *at* Serampore *in* Bengal’ It is correct to say ‘He is *at* school or *in* school’

*At* denotes a point of time, *in* a portion of time as, ‘He left *at* 6 o’clock,’ ‘He will come *in* the evening’

*Since* cannot be used in the sense of *during*.

It refers only to a *point* of time, not to a *portion*, and it requires one of the perfect tenses ‘I *am* unwell *since* three weeks’ should

be ‘I *have been* unwell *for* three weeks.’ But *since* is correctly used when we speak of an interval between a fixed point of time and the

present time, as, 'I have been unwell *since* Friday' We cannot say 'I went to Bombay *since* three years'; but we can say 'I went to Bombay three years *since*' (= *ago*)

*For* (in the sense of *during*) denotes a *portion of time* It may be used with any tense except the present imperfect, 'I am studying English *since* two years' should be 'I *have been* studying English *for* two years'

*From*, denoting a *point of time*, may be used with all the tenses, but must be followed by *to*, *till*, or *until*, as, 'I attended *from* the 1st to the 20th of this month.'

1 Distinguish between 'He will come *in* an hour' and 'He will come *within* an hour'

'He will come *in* an hour' means 'He will come *after the lapse of* an hour'

'He will come *within* an hour' means 'He will come *before the expiry of* an hour'

2 What is the difference in usage between *between* and *among*? Distinguish between—"They went *before us*" and "They went *before we went*"

*Between* is applied to two things, as, "*Between the two*," *Among*, to more than two, as, "*Among the three*"

"They went *before us*" implies *in front of us*,  
 "They went *before we went*" denotes *priority of time*.

What is the derivation of *across, against, along among, around, behind, below, between, down, since, till*?

*Across* (A S and Lat *a cru*) = on cross, cross-ways

*Against* (O E *on-gegn*) = in opposition to

*Along* (O E *and-long*) = over against in length.

*Among* (O. E *on-gemang*) = in a crowd

*Around* (A S *a, on and rand, border*) = on round, in a circle.

*Behind* (A S *be-hindan*) = by hind, at the back of

*Below* (A S *be lah*) = by low, at the bottom.

*Between* (A S *be-twman*) = by twain, in the middle of

*Down* (more fully *a-down*) = O. E *of dune*, off the hill.

*Since* (M E *suhence, sithens*) = *sith tham*, after that

*Till* (A S *til*) probably a contraction of "to while" = "to the time"

Derive and give the meaning of the prepositions *aneat, maugre, sans* Are they still in use?

*Aneat* (O E *on-eren*) *concerning* a Scotticism, often used in colloquial language

*Maugre*, Fr *malgre*, in spite of —

"Shall lead Hell captive *maugre* Hell" (P L. m. 256) This word is now obsolete

*Sans* (Fr = Lat, *sine*) without (obsolete) —

"*Sans* teeth, *sans* taste, *sans* everything"

(Shakespeare As You Like It, ii 7)

- 1 Give the different meanings of *about* and illustrate each meaning by an example -

*About* (=on-by-out i.e., on that which is by the out side) has the primary signification of *close nearness to the outside*, as in 'Cast thy garment *about* thee'—English Bible.

Hence it is used in the sense of—

(1) *around* He rode *about* the country.

(2) *near* It is *about* five o'clock (i.e., near the hour)

(3) *engaged in* What are you *about*? i.e., what are you doing? *N.B.*—This phrase 'what are you about' would not be used to a superior, indeed it implies a slight degree of fault-finding

(4) *concerning* Tell me all *about* the quarrel

What part of speech is *about*, and what is its exact force, in the following?—

(a) The wall is *about* ten feet high

(b) They are *about* to go

(c) He is *about* to die

(d) You were *about* to write

Distinguish between 'He went *about* two miles' and 'He went two miles *about*'

*About* is really an adverb in (a), (b), (c), and (d)

In (a) it has the force of *nearly*

, (b) " " " " " *ready to*

" (c) " " " " " *on the point of*

" (d) " " " " " *in the act of*

‘He went *about* two miles’ =

He went two miles, or a  
little more or a little less

‘He went two miles *about*’ =

He made a *circuit* of two  
miles.

10 I explain the phrases—to bring *about* to come *about* to  
cast *about* for, to go *about* to get *about* to him,  
*about* to set *about*, to turn *about*, turn and run  
*about* Illustrate them by sentences

To bring *about* = to cause to happen ‘The Cardinal earnestly endeavored to  
bring *about* the peace’ NB—  
‘To bring *about* is the causative  
of to come *about* The same  
meaning is expressed by the  
phrase, to bring to pass, which  
is the causative of to come to  
pass. The phrase to bring *about*  
often implies skilful planning  
and arranging.

To come *about* = to happen, take place ‘How  
did this state of things come  
*about*?’

To cast *about* for = to look for, to be on the watch  
for ‘He cast *about* for an  
opportunity of taking revenge  
on you’



To go *about* = (1) to move from place to place.  
'Jesus *went about* doing good.'

(2) to prepare, to endeavour, to attempt 'Why *go ye about* to kill me?'—Eng Bible 'Go *about* your business,' is said contemptuously to a person who is pestering us and whom we wish to be rid of

To get *about* = to move from place to place whether on foot, or on horse back, or by conveyance, or by any other means 'The storm is so severe to-day that it is impossible to *get about*'

To hang *about* = to loiter near a place 'Many people *hang about* the court all day'

To set *about* = to begin, to apply oneself to.  
'I recommend you to *set about* your business without delay'

To turn *about* = to move the face to another quarter 'She *turned about* and wept'

Turn and turn *about* = every one in his turn  
'They did it *turn and turn about*'

- 11 Give the different significations of *above*, illustrating each signification by an example

*Above* (=on-by-up &c, on that which is by the upper side) means primarily *close nearness to the upper surface*. Hence it is used in the sense of—

(1) *higher than* 'The balloon rose *above* the clouds.'

(2) *beyond* 'This is *above* the grasp of reason.'

(3) *more than* 'There were present *above* five hundred men.'

(4) *superior to* 'A man *above* all meanness.'

- 12 Explain the phrases *above all*, *over and above*, *to live above one's income*, and illustrate them by sentences

*Above all* = chiefly, before any other consideration  
 'Be cleanly, be sober; be honest, but, *above all*, be truthful' The expression, *above all*, would be used when a speaker, having mentioned a number of things, wishes to state something further which is of still greater importance.

*Over and above* = besides 'Over and above this consideration, there is another I wish to mention'

*To live above one's income* =  
 to spend more than one's income. 'He lives *above his*

income' *N.B.*—'To live within one's income' is to spend less than one's income, not to spend beyond one's income.

13 Give the exact force of *across* in the following—

- (a) He walked *across* the room
- (b) His house is *across* the street
- (c) He threw the burden *across* his shoulder

What is the meaning of the phrase *to come across*?

- (a) He walked *from one side of* the room *to the other*
- (b) His house is *on the other side of* the street
- (c) He threw the burden *on both sides of* his shoulder

*To come across* = to meet with accidentally, to discover 'I came across him yesterday', 'searching in the Library I came across an old forgotten manuscript.'

*in many places to be seen*  
14 State the various meanings of *after* with examples

*After* (*aft-er*, i.e., more off) primarily denotes *distance measured from the aft i.e., stern part of a thing*

Hence it is used to indicate—

- (1) *behind* in time 'An hour *after* you left, the rain came on.'
- (2) *in pursuit of* 'He seeks *after* wisdom and truth, 'what are you after'? (i.e., what are

you doing ?) The phrase, what are you after?, like the phrase, what are you about?, implies slight fault-finding

(3) *as a consequence of, in spite of* 'After what you have said, I consent', 'After all, he is a good man' (*i.e., in spite of* all that you say on the contrary.) The phrase, *after all*, means *everything being taken into account*

(4) *similar to, in imitation of* 'The boy takes after his father' (*i.e., is similar to* his father in disposition), 'A painting after Reynolds' (*i.e., in imitation of* his style or manner)

Give the meaning of the phrases—'After dark,' 'To be after the fair.'

'After dark' = after it has become dark

'To be after the fair' = To be too late to share in some pleasure

Give the exact force of *against* in the following— ✓

(a) There is a garden *against* the house

(b) He is leaning *against* the wall

(c) I am *against* this proposal

(d) You will find every thing ready *against* you come

In (a) *against* means *opposed to, i.e. in front of*

„ (b) „ implies *contact*

„ (c) „ means *opposed to, i.e. not in favor of*

„ (d) „ „ *in provision for*

'Against you come' = *In provision for your coming*

7 Explain the following phrases —

- (a) Over *against*
- (b) To go *against* the grain.
- (c) To work *against* time
- (d) To hope *against* hope

(a) = Opposite to.

(b) = To resist the current of public opinion, i.e., to be opposed to it. The phrase literally means 'To cut wood against the line or direction in which the fibres of the wood lie' (cp. To go against the stream, the current, the tide)

(c) = To work with a view of finishing within a given time

(d) = To continue hoping when there is little or no ground for hoping

*in m. the place there*

18 Give the various significations of *at* with examples.

*At* primarily means 'near' or 'close by.'

It expresses—

- (1) *Place where* 'The boy is *at* home'
- (2) *Time when* 'He came *at* noon'
- (3) *Direction* 'He ran *at* me, (= in the direction of)
- (4) *State occupation*. 'You are *at* liberty to do this,' (= in a state of) 'The child is *at* play' (i.e., playing)

- (5) *Degree or value* : 'The train ran *at full speed*' (degree) 'Rice sells *at three rupees a maund*' (value)
- (6) *Dependence* 'This was repaired *at my expense*' 'I take you *at your word*' (i.e., I act in accordance with what you have said)
- (7) *Reason, source* 'At this news she fainted' (=on account of) 'I expect good *at your hands*' (i.e., from you)

12 Explain the phrases in italics in the following —

- (a) The examination is *at hand*  
 (b) They are *at daggers drawn*  
 (c) They are *at variance*  
 (d) I am *at a loss* to understand it  
 (e) This is the point *at issue*  
 (f) The bird that flies *at large*  
 (g) He is *at his wit's end*  
 (h) A Brahmin should be *at home* in the Vedas  
 (i) Do not set it *at naught*  
 (j) His interest is *at stake*  
 (k) He talks *at random*  
 (l) He is a rogue *at best*  
 (m) The gentleman is not *at all* happy
- (a) The examination is *nearly arrived*  
 (b) They are *in a state of bitter enmity*.  
 (c) They are *in a state of disagreement*.  
 (d) I am *bewildered* to understand it.  
 (e) This the point *in dispute*.

- (f) The bird that flies *free*
- (g) He is *hopelessly* puzzled
- (h) A Brahmin should be *thoroughly acquainted with the Vedas* 'To be at home with a person' is to be on intimate, friendly terms with him
- (i) Do not treat it as *nothing i e*, despise it
- (j) His interest is *in danger*.
- (k) He talks *carelessly*
- (l) He is a rogue, *taking the best view of his character*
- (m) The gentleman is not happy, *taking every view of the matter* 'Not at all' = By no means

20 Construct sentences showing that you understand the meaning of the following phrases —

- (a) At any rate
- (b) At all events
- (c) At least
- (d) At last
- (e) At length.
- (f) At all risks

✓ Distinguish between 'He is *at fault*' and 'He is *in fault*'

- (a) The boy is intelligent, *at any rate* he seems so to me
- (b) There is *at all events* one good reason to disbelieve his saying.
- (c) In intellectual gifts Ram is *at least* Syam's equal
- (d) In spite of many hinderances they *at last* succeeded

(e) After a troublesome journey at length we came to the place.

(f) At all risks I will carry this news to him

'He is at fault' = He does not know how to proceed, he is puzzled

'He is in fault' = He is to blame, he deserves blame

N.B.—'At any rate,' 'At all events,' 'At least' are all synonymous and correspond to Bengali  
অন্ততঃ।

1 Distinguish between *beside* and *besides*.

Give the exact meaning of *beside* in—

(a) He sat *beside* the fire

(b) All this is *beside* our purpose

(c) You are *beside* yourself

*Besides* may be used as—

(1) a preposition 'Besides these considerations, there is another' (=in addition to)

(2) an adverb 'Besides, there are other considerations' (=moreover)

*Beside* is always a preposition and is never used as an adverb

(a) *Beside* = by the side of.

(b) *Beside* = aside from

(c) *Beside* = out of 'You are *beside* yourself' = you are out of your senses

22. Give the exact force of *by* in the following —

(a) He passed *by* the house

(b) He will be here *by* nightfall.



- (c) The city was destroyed *by* fire
- (d) Pull him *by* the ear
- (e) It is 5 o'clock *by* my watch
- (f) Come one *by* one
- (g) He sells eggs *by* the dozen
- (h) *By* all that we hold dear

In (a) *by* = *near to*

„ (b) *by* = *not later than*

„ (c) *by* = *through the agency of*

„ (d) *by* = *place where*

„ (e) *by* = *according to*

„ (f) *by* = *next to, following*

„ (g) *by* = *at the rate of*

„ (h) *by* = *under the fear or influence of*

23 Explain the phrases—

(a) *By* fits and starts

(b) *By* oneself

(c) To take time *by* the forelock

(d) To come *by* a thing

(e) To abide *by* a decision

(f) To learn *by* heart

(g) To learn *by* rote

(h) *By* all means

(i) To do a thing *by* halves

(j) To stand *by* a person

(k) *By* accident

(l) *By* and *by*

(m) *By* the *by* (e)

(n) To do as you would be done *by*

(a) Impulsively and irregularly

(b) Alone

- (c) Not to let slip an opportunity, but to be prompt. "Time is painted with a lock before and bald behind, signifying thereby that we must take time by the forelock, for when it is once past, there is no recalling it"—Swift
- (d) To *obtain* a thing.
- (e) To *acquiesce in* decision.
- (f) To learn thoroughly
- (g) To learn by repeating over the words, without attention to the meaning.
- (h) Certainly.
- (i) To do a thing half at one time, and half at another, instead of finishing it at once
- (j) To *support* a person
- (k) Accidentally
- (l) Soon, after some time
- (m) In passing, by way of digression (Cp *By the way*)
- (n) To do to others as you would they should do to you

What is the force of 'for' in the following?—

- (a) He started *for* Calcutta
- (b) He works *for* food
- (c) I am *for* peace
- (d) It is easy *for* you to learn your lessons
- (e) He could not speak *for* tears
- (f) I have been ill *for* a month
- (g) I took him *for* a gentleman
- (h) An eye *for* an eye

- ( i ) She is brave *for* a woman
- ( j ) *For* all his weath, he is unhappy.
- ( k ) He is tall *for* his years

- (a) *in the direction of.*
- (b) *with the object of.*
- (c) *in favour of*
- (d) *in reference to*
- (e) *on account of*
- (f) *to the extent of.*
- (g) *in the place of.*
- (h) *in exchange for.*
- (i) *in consideration of being.*
- (j) *in spite of*
- (k) *in proportion to*

25 Explain the phrases—

- (a) To act *for*
- (b) To call *for*
- (c) To cry *for*
- (d) To do *for*
- (e) To feel *for*
- (f) To go *for*
- (g) To hunt *for*
- (h) To long *for*
- (i) To look *for*
- (j) To make *for*
- (k) To pass *for*
- (l) To send *for*
- (m) To stand *for*
- (n) To start *for*
- (o) To sue *for*

(*p*) To take *for*

(*q*) To wait *for*

(*r*) To yearn *for*

(*a*) To act on behalf of.

(*b*) To demand, require.

(*c*) To desire, to cry because of it

(*d*) To serve the purpose of

(*e*) To be affected on account of a person or thing, to grope for

(*f*) To be regarded as

(*g*) To search for.

(*h*) To greatly desire

(*i*) To search for, to wait for patiently, to expect.

(*j*) To move towards; to tend towards.

(*k*) To be regarded as

(*l*) To send a message requiring or requesting to come or be brought.

(*m*) To offer oneself as a candidate for, to be in the place of

(*n*) To set out with the object of reaching a place

(*o*) To make legal claim for.

(*p*) To think to be

(*q*) To await, to remain in expectation

(*r*) To desire with eager longing

What does *from* indicate in the following?—

(*a*) A ship *from* Japan

(*b*) I have known him *from* a boy

(*c*) All men are sprung *from* Adam

(d) Light comes *from* the sun

(e) He is free *from* care,

(f) To know right *from* wrong

(a) denotes *starting-point*

(b) denotes *beginning*

*NB* — *From* a boy = *From* boyhood. Concrete  
for the abstract,

(c) denotes *origin*,

(d) denotes *source*

(e) denotes *separation*,

(f) denotes *distinction*.

27 Explain the phrases—

(a) *From hand to mouth*

(b) *From the ranks*

(c) *From first to last*

(d) *From time to time*

Compose short sentences illustrative of the use of each,

(a) = *precariouſly* 'They lived *from hand to mouth*'

(b) = *from a low social position* 'He rose *from the ranks*'

(c) = *throughout* 'He has, *from first to last*, been unhappy' (i.e., throughout his whole career)

(d) = *occasionally, now and then* 'Please write to me *from time to time*'

28 What various meanings has the preposition *in*? Illustrate them by examples

*In* expresses—

(1) *Place* 'There is a bird *in* the bush'

(2) *Manner* 'He walked *in* silence'

- (3) *State* 'He is in good health'  
(4) *Point of reference* 'We have an agreeable companion in him'  
(5) *Ability* 'It is not in me to help you'  
(6) *Time* 'He walks in the morning'  
(7) *Invocation* 'In the name of God I say &c'

29 Give the meaning of the phrases —

- (a) All in all  
(b) In all  
(c) In fine  
(d) In fact  
(e) In kind  
(f) In vogue  
(g) In a word  
(h) In good part  
(i) In the extreme  
(j) In the long run ✓  
(k) In the teeth of  
(l) In cold blood  
(m) In round numbers  
(n) In black and white  
(o) In keeping with  
(p) In one's teens  
(q) In a fair way  
(r) In that,  
(s) In the bud  
(t) To stand one in stead  
(u) To stand one in a sum of money  
(v) To stand in one's shoes  
(w) In leading-strings  
(x) In bad odour

(y) *In good case*

(z) *In the vein*

(a) = Every thing desired

(b) = Taking all together.

(c) = In conclusion, in short

(d) = In reality

(e) = In produce or some kind of commodity, and not in money, like for like

(f) = In use, i.e., prevalent

(g) = Briefly

(h) = Patiently or in a friendly manner.

(i) = Extremely, as much as possible

(j) = Ultimately, finally

(k) = In the face of, in direct opposition to

(l) = Deliberately and without sudden passion

(m) = In numbers that end with a cypher, in approximate number, the odd sums being left out

(n) = In plain writing (the paper being white and the ink black)

(o) = Consistent with, in agreement with

(p) = Under age 'Out of one's teens = past nonage or minority (teens beginning with thirteen and ending in nineteen)

(q) = Likely

(r) = Because

(s) = Prematurely

(t) = To be of help or use to one

(u) = To cost one a sum of money

(v) = To occupy one's place, or claim the position and honour which one had

(w) = Under the guidance or control of another

(x) = Unpopular, disliked

(y) = In good condition, i.e., healthy, prosperous

(z) = Inclined.

30 Explain —

*Break in, call in, come in, come in for, cast in one's lot with, fall in, fall in with, fill in, get in, give in*

Give illustrative sentences

*Break in* = 1 To train as horse, as, 'They could *break in* horses and manage them well'

2 To force open as door, as, 'They *broke in* the door when they could not find the key'

*Call in* = 1 To invite to come together, as, 'The commons were *called in*'

2 To send for a professional man to come in his professional capacity, as, 'Your brother is ill you should *call in* doctor'

3 To withdraw from circulation, as, 'The duty of Government is to *call in* uncurrent coin'

4 To collect, as, 'He is very busy in *calling in* old debts.'



*Come in* = 1 To come to one's hand. Hence the term *income* Thus—"The English mail has *come in* early this week' 'He has forty-five rupees coming in monthly' (i.e. His monthly income is forty-five rupees)

2 To comply, as, 'You need not fear his *coming in*' (i.e., his compliance)

3. To be brought into use, as, 'Silken garments did not *come in* till late'

*Come in for* = Obtain, have as one's share, as, 'You will *come in for* a large zamindari on the death of your father-in-law'

*Cast in one's lot with* =

Share the fortune with, as, 'I intend to cast *in my lot with* him

*Fall in* = 1 To fall from above into a hollow or open space below, as, 'The well has *fallen in* and no water can be had'

2 To agree, as, 'He opposes your plan now, but have him alone, and by and by he will *fall in*'

3 To get into due order, as, 'The troops *fell in*

*Fall in with* = 1 To meet accidentally, as, 'I *fell in with* him the day before yesterday'

2 To concur with , as, 'This measure *falls in with* popular opinion '

*Fill in* = Insert ; as, 'You can *fill in* the details afterwards '

*Get in* = 1 To enter, to go in . as, 'Get out as you have *got in*' (Intransitive )

2. To collect; as, 'The Magistrate is *getting in* reports from various schools' (Transitive )

*Give in* = 1 To tender, to hand in ; as, 'The teacher has *given in* his resignation '

2 To yield , as, 'He was compelled to *give in*.'

*Give* the various meanings of 'of' with examples ✓

Of has the meanings of—

- (1) *From* ; as, 'The place is within a mile *of* Calcutta '
- (2) *Source* , as, 'He is *of* noble family.'
- (3) *Cause* , as, 'He died *of* cholera
- (4) *Possession* , as, 'The garden *of* Hari.'
- (5) *Material* ; as, 'A house *of* clay '
- (6) *Apposition* ; as, 'The city *of* Rome '
- (7) *Reference* , as, 'I will tell you *of* a child '
- (8) *Part* ; as, 'The bank *of* the river '
- (9) *Motive* . as, 'He went *of* his own accord.'
- (10) *Agency* , as, Eaten *of* worms (=by) (Obs )
- (11) *Attribute* , as, A man *of* courage.

32 Give the exact force of *of* in the following —

- (a) The wing *of* a bird
- (b) The monster *of* a man
- (c) The bird *of* prey
- (d) The light *of* the sun
- (e) The love *of* our neighbour
- (f) The power *of* the king
- (g) He died *of* thirst
- (h) No body can move *of* itself
- (i) I have received *of* the Lord
- (j) Full *of* wild animals

(a) denotes *part*

(b) „ *apposition*

(c) „ *material*

(d) „ *source*

(e) „ *point of reference*

(f) „ *attribute*

(g) „ *cause*

(h) „ *motive.*

(i) = *from*

(j) denotes *agency.*

33 Give the meaning of the phrases—

(1) *Of late*

(2) *Of old*

(3) *Of course*

(4) *As a matter of course*

(1) = lately, recently

(2) = in old time, formerly

(3) = by consequence, in the ordinary manner of proceeding

(4) = a matter that happens in the natural order of things.

34 Give the force of *off* in the following —

(a) The place is not a long way *off* the coast

(b) The responsibility is *off* my shoulders

Explain the phrases—*Off hand*, *Well off*, *Ill off*, *Off and on*, *To come off*, *To get off*, *To go off*, *To stand off*, *To take off*, *To strike off*, *To dash off*, *To be off*, *Off with you*, *Off!*, *Off work*.

(a) denotes *distance*

(b) „ *removal*.

*Off hand* = At once, and without study or preparation.

*Well off* = In prosperous condition.

*Ill off* = In unprosperous condition

*Off and on* = Occasionally

*To come off* = 1 To fare, to emerge.

2. To take place.

*To get off* = 1. To dismount

2 To escape.

*To go off* = 1. To depart

2 To be discharged (used of fire arms)

*To stand off* = 1 To keep at a distance

2. To appear prominent

3. To refuse compliance.

*To take off* = 1. To remove

2. To ridicule.

*To strike off* = 1. To erase a name from a roll

2 To print off copies of a book.

3 To cut off a man's head with a sword

*To dash off* = 1. To rush violently (intransitive)

2 To write quickly (transitive)

*To be off* = To go away

*Off with you !*  
*Off !* } = Go away !

*Off work* = Not working

35 Give the various meanings of *on* (*upon*) with examples

*On* (*upon*) is used to mean—

(1) *Place* 'Navadvipa is *on* the Bhagirathi'

(2) *Time* 'See me *on* Tuesday'

(3) *State* 'The house is *on* fire'

(4) *On account of* 'I congratulate (= wish joy to) you *on* your success in the recent F A Examination'

(5) *Just after* 'On the melting of the ice the ships depart'

(6) *In the direction of* 'The dog ran *upon* him'

(7) *With a view to* 'He is gone *on* an errand'

(8) *In accordance with* 'I act *on* your advice'

(9) *In dependance upon* 'He lives *on* charity'

(10) *On condition of* 'He is promoted *on* trial'

(11) *Progression* 'On he goes to meet his latter end' (= onward)

*N B.*—In this sense *on* is an adverb.

36 Give the exact force of *on* (*upon*) in the following

- (a) He is playing *on* the piano
- (b) *On* hearing this, he said
- (c) The army marched *on* the town
- (d) *Upon* my word, you talk strangely
- (e) *On*, my soldiers *on*!
- (f) This is a work *on* Grammar
- (g) *On* the failure of his plans, he threw up the project

(a) means *place*.

(b) „ *just after*

(c) „ *in the direction of*

(d) „ (if you) *rest upon* 'Upon my word' = really

(e) „ *go onward*

(f) „ *in reference to*

(g) „ *on account of*

37 Explain the meaning of the phrases italicized in the following —

(a) His objection was *on the face of* it plausible

(b) The earliest bird *upon the wing* is the crow

(c) The whole country was *on the alert*

(d) *On a sudden* all was changed

(e) The war began *on a large scale*

(a) *On the face of* it = at first appearance, manifestly

(b) *Upon the wing* = in flight

(c) *On the alert* = watchful, prompt

(d) *On a sudden* = suddenly

(e) *On a large scale* = extensively.

38 Explain the uses of the verbs *fall*, *get*, *hold*, with the preposition *on* against them

*Fall on* = 1 To begin suddenly and eagerly

2 To attack

*Get on* = 1 To progress.

2 To succeed

*Hold on* = 1. To proceed in

2 To remain steady

39 Explain and illustrate the use of the following expressions —

(1) *To get over*

(2) *To make over*

(3) *To pass over*

(4) *To stand over*

(5) *It is all over with him*

(1) *To get over* = To overcome, as, 'the difficulty has been *got over*'

(2) *To make over* = To transfer, as, 'please at once *make over* the amount to my brother.'

(3) *To pass over* = 1 To overlook, disregard, as, 'I cannot *pass over* this fault.'  
2 To omit; as, 'I *pass over* the remaining half of the book as being immoral'

(4) *To stand over* = To remain undisposed of, as, 'the question of appointment of a teacher must now *stand over*'

(5) *It is all over with him* = He is done for, ruined,  
dead, &c

40 State with examples the various meanings in which 'to' is used

'To' is used to mean—

- (1) *In direction of* 'Good *to* the sight'
- (2) *Reference* 'He is not at home *to* my knowledge'
- (3) *Adaption* 'A friend *to* my mind'
- (4) *Comparison* 'It is ten *to* one that you will fail'
- (5) *Purpose* 'He comes *to* learn English'
- (6) *Degree, extent* 'They come *to* the number of fifty'
- (7) *Effect* 'Stoned *to* death'
- (8) *Opposition* 'Face *to* face'
- (9) *Addition* 'Wisdom he has, and *to* his wisdom, courage'
- (10) *Accompaniment* 'They marched *to* the music of the band'

Explain clearly the uses of the preposition 'to' in the following sentences —

- (a) Our puny faith is infamous, and branded *to* a proverb
- (b) All this is nothing *to* the purpose
- (c) All that they did was pie'y *to* this
- (d) A hand *to* hand fight
- (e) She sang *to* a harp
- (f) This is good *to* eat



'To' in (a)	denotes	<i>extent</i>
" " (b)	"	<i>adaption</i>
" " (c)	"	<i>comparison.</i>
" " (d)	"	<i>opposition.</i>
" " (e)	"	<i>accompaniment</i>
" " (f)	"	<i>purpose</i>

- 12 (a) Explain the idiomatic uses of the following verbs with the preposition 'to' against them —

*Bring, come, fall, take*

- (b) Explain and illustrate the use of the expressions—  
*to all appearance, to all intents and purposes, to the back-bone, to and fro*

- (a) *To bring to* = To bring back to consciousness or life 'He was *brought to* and cared for by kind women in the house.'

*To come to* = 1 To recover. 'She gradually *came to*.'

2. To arrive at 'He *came to* this conclusion.'

*To fall to* = 1 To begin 'He *fell to* eating'

- 2 To come to one as one's share  
 'The share of the tax *fell to* me'

*To take to* = 1, To have recourse to a certain course 'Men *take to* all sorts of professions'

2. To apply oneself to. 'He *took to* his book very closely'

3 To be attached to 'He *takes* as naturally to you as he does to me.'

(b) To all appearance =

as far as appearances indicate  
'John Bull to all appearance is a plain, downright, matter-of-fact-man'

To all intents and purposes =

practically 'He was to all intents and purposes a good engineer.'

To the back-bone =

thorough, staunch 'Scott was a Tory to the back-bone'

To and fro = backwards and forwards 'Messengers went to and fro'

Give the exact meaning of *towards* in the following — ✓

(a) The boy runs *towards* me

(b) *Towards* evening the day is very fine

(c) He has contributed 6000 Rs *towards* the school building

(a) = in the direction of

(b) = near to

(c) = for the aid of  
*in a contributory way*

4 What is *under* used to signify?

*Under* is used to signify—

(1) *Below* 'The town was *under* water for two months during the floods.'

- (2) *Subject to* The matter is now *under* consideration '   
 (3) *Less than* 'He will not sell it *under* three rupees '   
 (4) *Covered, represented, designated by* 'He travelled *under* the name of Richard Plantagenet ' 'That rogue *under* the garb of a gentleman '   
 /

Explain—

- (a) *Under arms*  
 (b) *Under cover*  
 (c) *Under fire*  
 (d) *Under the mail*  
 (e) *Under the rose*  
 (f) *Under sail*  
 (g) *Under sentence*  
 (h) *Under the sun*  
 (i) *Under the breath*  
 (j) *Under one's thumb*

- (a) = with arms in their hands  
 (b) = sheltered  
 (c) = exposed to the enemy's guns  
 (d) = inferior  
 (e) = secretly  
 (f) = with sails spread  
 (g) = condemned  
 (h) = in the world  
 (i) = in a whisper  
 (j) = in complete subjection.

46. Substitute simple English verbs followed by the preposition *up*, used adverbially, for the italicized Romance verbs in the following sentences —

- (a) I cannot *recollect* his name
- (b) I have *expended* all my money
- (c) I intend to *expose* him for practising thus
- (d) He *educated* his son to his trade
- (e) They *composed* a petition
- (f) I have *compensated* his loss to him
- (g) When does your school *disperse* for the holidays?
- (h) He *abandoned* the attempt
- (i) We have *composed* our quarrel
- (j) This is a *concocted* affair
- (l) He *collected* recruits
- (l) He was very much *belauded* as a musician

- (a) I cannot *call up* his name
- (b) I have *used up* all my money
- (c) I intend to *show him up* for practising thus
- (d) He *brought up* his son to his trade
- (e) They *drew up* a petition
- (f) I have *made up* his loss to him
- (g) When does your school *break up* for the holidays?
- (h) He *gave up* the attempt
- (i) We have *made up* our quarrel
- (j) This is a *got up* affair
- (l) He *beat up* recruits
- (l) He was very much *cried up* as a musician.

Explain and illustrate the use of the phrases —

- (a) *To act up to*

- (b) *To be up in arms*
- (c) *To be quite up to one's work*
- (d) *To cast up.*
- (e) *To come up*
- (f) *To come up to*
- (g) *To come up with*
- (h) *To draw up*
- (i) *To get up*
- (j) *To keep up*
- (k) *To lay up*
- (l) *To make up one's mind.*
- (m) *To put up at (in).*
- (n) *To put up with*
- (o) *To patch up*
- (p) *To run up*
- (q) *Well up*

(a) = To equal in action, to fulfil, as, 'He has *acted up* to his engagement.'

(b) = To be in a state of preparation for war, as, 'London *was up in arms* all night'

(c) = To be equal to one's work, to be a good workman, as, 'He *is quite up to his work*'

(d) = 1 To reckon, as, 'He can read, write and *cast up* accounts'

2 To vomit, as, 'He *cast up* what he had eaten'

(e) = To approach, as, 'He *came up* soon after'

(f) = To rise to, as, 'He will obtain it who will *come up* to the highest price'

(g) = To over take , as, 'The hound soon *came up with* the hare '

(h) = 1 To bring near , as, 'Draw your chair *up* to the table, Sir '

2 To write out, draft . as, 'Who *drew up* this petition ?'

3 To form in order of battle, to array as, 'The army was *drawn up* on the hills '

(i) = 1 To rise (from seat or bed), as, 'Get *up* early every day, and wash your face and hands '

2 To prepare as, 'Have you *got up* your lessons ?'

3 To concoct as, 'He was *getting up* a plot to murder you '

(j) = 1 To maintain without abatement , as, 'Still the battle was stubbornly *kept up* '

2 To keep awake , as, 'He *kept* thirty clerks *up* all night '

(k) = 1. To store , as, 'Everybody should *lay up* some money against a great emergency '

2 To confine to the bed or chamber , as, 'He has been *laid up* with fever since last night '

(l) = To settle, to conclude , as, 'Make *up* your mind to remain where you are '

(m) = To take lodgings at (in), as, 'He *put up* at an inn on his way to Jagunnath.'

( *n* ) = To bear , as, 'I cannot *put up with* insults '

( *o* ) = To compose in a hasty way , as, 'If you will *patch up* a quarrel,'—Shakespeare

( *p* ) = To swell or increase, as an account as, +  
'The safest plan is to *run up* no bills and never to get into debt '

( *q* ) = Learned , as, 'He is *well up* in Mathematics '

1 Give the exact meaning of *with* in the following —

( *a* ) He came *with* Ram

( *b* ) He is labouring *with* the hope of success

( *c* ) He cut his hand *with* knife

( *d* ) *With* all his faults I like him still

( *e* ) It is a custom *with* the Hindus to burn their dead

( *f* ) It lies *with* you whether I go or not

( *g* ) *With* this, he went away

( *a* ) = *joining, accompanying*

( *b* ) = *having*

( *c* ) = *by means of*

( *d* ) = *notwithstanding*

( *e* ) = *among*

( *f* ) = *in the power of*

( *g* ) = *immediately after*

1 Give distinct meanings of *bring, call, draw, fall* according as they are followed by any four of the following prepositions — *on, upon, forth, out, in to, for away, off*

*Bring forth* = produce

„ *on* = cause

„ *up* = educate

„ *out* = publish

*Call for* = demand, require

, *forth* = evoke

, *up* = recollect

, *upon* = visit

*Draw in* = retreat

„ *on* = approach

„ *out* = extract

*up* = arrange

*Fall away* = revolt

„ *off* = decline

, *out* = quarrel, eventuate

„ *upon* = assail

10 Give the various meanings of the verbs *come*, *get*, *give* in combination with the words named —

Come *after*, *down*, *in*, *off*, *on*, *upon*

Get *away*, *over*, *on*, *off*, *rich*, *by heart*

Give *up*, *in*, *out*, *on*, *in any place*, *to*

*Come after* = succeed

, *down* = descend

, *in* = enter

„ *off* = emerge, occur

, *on* = advance

*upon* = encounter

*Get away* = depart

, *over* = surmount

„ *on* = proceed

, *off* = escape

„ *rich* = become rich

„ *by heart* = commit to memory.



*Give up* = abandon

„ *in* = submit

„ *out* = disclose

„ *over* = abandon

„ *way* = withdraw, make room for

„ *place* = make room for

„ *ear* = hear

- 51 Give distinct meanings of *go* according as it is followed by *after*, *away*, *back*, *between*, *beyond*, *on*, *with*, *halves*, *mad*, *naked*

*Go after* = pursue

„ *away* = depart

„ *back* = return

„ *between* = intervene

„ *beyond* = exceed

„ *on* = proceed

„ *with* = accompany

„ *halves* = share equally

„ *mad* = become insane

„ *naked* = be in the habit of wearing no clothes

- 52 Give distinct meanings of *hold*, *look* and *make* with the prepositions named —

*Hold* *in*, *on*, *out*, *up*, *forth*

*Look* *down*, *upon*, *for*, *into*, *over*, *up to*, *after*, *out*

*Make* *away with*, *for*, *out*, *over*, *up*

*Hold in* = restrain.

„ *on* = continue

„ *out* = endure

„ *up* = elevate

„ *forth* = exhibit.

*Laid down upon* = dispose

„ *for* = expect.

„ *int* = inspect

„ *over* = examine (papers &c.)

„ *up to* = respect

„ *at* = attend to

„ *on it* = be on the watch

*Make array with* = despatch, despoil.

*for* = approach.

„ *on it* = discover

*over* = transfer.

„ *up* = 1 compose

2 compensate

3 adjust

Give distinct meanings of 'put' according as it is followed  
by *for*, *forward* or *upon* or *up with*

*Put forth* = extend.

„ *forward* = cause to advance

„ *off* = postpone

„ *upon* = impose

„ *out* = extinguish, disconcert displease

„ *up* = lodge

„ *up with* = endure

Give distinct meanings of *set* and *stand* as followed by  
any four of the following words —

*to, for, off, on, out, up*

2. *off* = 1. depart; *retire*

2. embellish

3. *ornamentation*  
 , *on* = incite.

„ *out* = depart

„ *up* = erect, establish.

*Stand by* = support.

„ *for* = be a candidate for.

„ *out* = reject, project.

„ *to* = be consistent with.

6. Explain the uses of the following verbs with the prepositions mentioned against them —

Take up, off, with, to, for

Run after, out, through, over

Take up = 1. occupy

2. begin.

„ *off* = 1. remove.

2. ridicule

„ *with* = please

„ *to* = apply to

„ *for* = must like

*Run after* = follow.

„ *out* = become poor, expire

„ *through* = waste, examine hurriedly

„ *over* = overflow, examine in a cursory manner, drive over

5b. Substitute simple English verbs followed by prepositions used adverbially for the italicized Romance verb in the following sentences —

(a) He is *progressing* in his studies

- (b) This must be *deferred* till to morrow
- (c) He *proceeded* to remark that, &c.
- (d) I have *published* a new work
- (e) I intend to *expose* him for acting thus
- (f) He was much *displeased* at my conduct

- (a) He is *getting on* in his studies.
- b) This must be *put off* till to morrow
- (c) He *went on* to remark that, &c.
- (d) I have *brought out* a new book.
- (e) I intend to *show him up* for acting thus
- (f) He was much *put out* at my conduct.

57 Substitute simple English verbs, joined with adverbs or prepositions, for the italicised *Latin* derivatives in the following —

- (a) You must *dismiss* these men
  - (b) Can you *discuss* the sense of these words?
  - (c) The gain will not *compensate* the trouble
  - (d) Man cannot thus *avert* the wrath of his Creator
  - (e) The publication is *postponed* till next year
  - (f) People will be sure to *deride* you
  - (g) The police *ejected* the man who made the noise
  - (h) Some mention of this should be *inserted* here
  - (i) He is said to have *destroyed* himself
- 
- (a) You must *send away* these men.
  - (b) Can you *make out* the sense of these words
  - (c) The gain will not *make up* the trouble
  - (d) Man cannot thus *turn away* the wrath of his Creator.
  - (e) The publication is *put off* till next year
  - (f) People will be sure to *laugh at* you

(g) The police cast the man out who made the noise .

(h) Some mention of this should be put in here

(i) He is said to have made away with himself

58 Distinguish between —

(a) 'Attend at,' 'attend on,' and 'attend to'

(b) 'Confer on or upon' and 'confer with'

(c) 'Confide in' and 'confide to'

(d) 'Consist with,' 'consist of' and 'consist in'

(e) 'Correspond with' and 'correspond to'

(f) 'Differ with' and 'differ from'

(g) 'Disappointed in' and 'disappointed of'

(h) 'Familiar with' and 'familiar to'

(i) 'In favour with' and 'in favour of'

(j) 'Part with' and 'part from'

(k) 'Taste of' and 'taste for'

(l) 'Trespass out' and 'trespass against'

(a) Attend at = to be present at a place , as, 'The  
" Civil Surgeon will attend at the  
Hospital to-morrow at 10 A M'

" on = to wait upon , as, 'He was re-  
quired to attend on the Committee

" to = to pay attention to , as, 'Attend'  
to what I say'

(b) Confer on or upon = to bestow upon , as, 'The  
free-student-ship was con-  
ferred on him' .

, with = to hold consultation with , as,  
'I will confer with him on this  
subject'

- (c) Confide *in* = to put faith in , as, 'Confide in me and I will try to help you'
- „ *to* = entrust one with . as, 'The management of the affair was *confided to* me'
- (d) Consist *with* = to be in harmony with , as, 'Health *consists with* temperance alone'
- „ *of* = to be composed of , as, 'The furniture *consisted of* chairs and tables only'
- „ *in* = to lie in , as, 'Happiness *consists in* the mind'
- (e) Correspond *with* = to write to , as, 'I correspond *with* him from time to time'
- „ *to* = to agree with ; 'Our Doorga Puja festival *corresponds to* the English Christmas in many points'
- (f) Differ *with* = to be at variance ; as, 'I *differ with* him in this point'
- „ *from* = to be unlike , as, 'This thing *differs from* that in quality'
- (g) We are disappointed *in* a thing when we get it, and it fails to answer our expectations, and we are disappointed *of* it when we do not get it

(h) Familiar *with* = well acquainted with a person or thing, as, 'I was *familiar with* all the places noted in history.'

„ *to* = known by frequent intercourse, study or practice, as, 'These formulas are all *familiar to* me.'

(i) In favour *with* = to be favoured by, as, 'He is *in favour with* you

„ „ *of* = inclined to support, 'I am *in favour of* this proposal'

(j) Part *with* = to take leave for a time, as, 'He *parted with* his wife'

„ *from* = to forsake angrily; as, 'He *parted from* his wife.'

Taste *of* what is actually enjoyed

„ *for* what we have the capacity of enjoying

Trespass *out* = to depart, as, 'He *trespassed out of* this sinful world'

„ *against* = to violate any rule of duty, as, 'We have *trespassed against* God'

59 Write out the following sentences, supplying the proper prepositions —

(a) I am desirous—seeing you

(b) I have no desire—wealth

(c) He is very fond—his dog

(d) He has no special fondness—his own race

(e) Ram is hopeful—success

(f) Ram hopes—success

(g) I am regardful—your interests

(h) I have a regard—your interests

(a) I am desirous *of* seeing you

(b) I have no desire *for* wealth

(c) He is very fond *of* his dog

(d) He has no special fondness *for* his own race.

(e) Ram is hopeful *of* success

(f) Ram hopes *for* success

(g) I am regardful *of* your interests

(h) I have a regard *for* your interests

*N B* —Observe that while the adjective takes *of*, the corresponding noun or verb often takes *for* after it

60 Append, in short sentences, appropriate prepositions to the following pairs of words —

1 Boast

2 Cure

3 Different

Exult

Recover

Indifferent

4 Dislike

5 Encourage

6 Hope

Liking

Discourage

Despair

7 Neglectful

8 Qualified

9 Subsequent

Negligent

Disqualified

Consequent

10 Sensible

11 Trust

12 Avail

Insensible

Distrust

Avail able

1 He boasted *of* his villainy

He exulted *in* his villainy



- 2 He is cured *of* his disease  
He has recovered *from* his disease
- 3 This is different *from* that  
The matter is indifferent *to* me
4. I have a dislike *to* him  
I have a liking *for* him
- 5 He encouraged me *to* proceed  
He discouraged me *from* proceeding
- 6 He hoped *for* success  
He despaired *of* success
7. You are neglectful *of* your duty.  
You are negligent *in* your duty.
- 8 He is qualified *to* teach.  
He is disqualified *from* teaching.
- 9 Subsequent *to* his death  
Consequent *upon* his death
- 10 He is sensible *of* your kindness.  
He is insensible *to* your kindness.
- 11 My trust *in* his promises is great  
My distrust *of* his promises is great.
- 12 I availed myself *of* his kindness.  
*For* what is thus available?

61 Add appropriate prepositions to the following pairs of words —

Sympathy	Descended	Preparatory
Sympathize	Descendant	Preparation
Pursuant	Proud	Satisfied
In pursuance	Pride	Satisfaction

Sympathy *for*      Descended *from*      Preparatory *to*  
 Sympathize *with*      Decendant *of*.      Preparation *for*.  
 Pursuant *to*      Proud *of*.      Satisfied *with*  
 In pursuance *of*.      Pride *in*      Satisfaction *in*

62 What prepositions do the following require after them?  
 Illustrate by sentences — *Abound, concur, dwell, furnish, enter, fit, job*

Abound *in*, as, 'Toiles *abounded in* Lancashire'  
 „ *with*, as, 'The book *abounds with* quotations'

Concur *with* a person, *in* anything, as, 'I *concur with* him *in* his decision'

Dwell *upon*, as, He *dwelt in* his speech *on* the perils of religion and liberty  
 (= spoke of)

Furnish *with*, as, 'Can you *furnish me with* an account before long?'

Enter *into* as, 'He *enters into* the plan'

„ *upon*, as, 'He now *entered upon* a new line of service (began)'

Fit *for*; as, 'He is *fit for* public trust.'

Rob *of*, as, 'The robbers robbed him *of* his property and life'

63 Distinguish between drink *in* and drink *of*, done *for* and done *with*, prevail *upon* and prevail *over*, reconcile *to* and reconcile *with*, throw *off* and throw *on*

Drink *in* = absorb; as, The body becomes more porous and drinks *in* water

„ *of* = drink water or any other liquid substance at; as, To drink *of* the well at Bethlehem

Done *for* = ruined, as, I am done *for*

„ *with* = finished, as, I have done *with* the book

Prevail *upon* = persuade, as, The army was prevailed *upon* to advance

„ *over* = overcome, as, Your imagination prevails *over* your skill

Reconcile *to* = restore one to friendship with another, as, I should be reconciled *to* you before I leave this place

„ *with* = make one thing consistent with another, as, It is no easy matter to reconcile his conduct *with* his humanity

Throw *off* = cast away, as, He threw *off* his hat

„ *on* = impute to; as, He threw the blame *on* me,

- 64 Add appropriate prepositions to the following words —  
*accuse, encroach, rise, select, surrender* Make sentences to illustrate the use of each phrase thus formed

*Accuse of*, as, The man was *accused of* stealing.  
*Encroach upon* ; as, He *encroached upon* the high way.

*Rise above* ; as, He could soon *rise above* the difficulties

*Selected from* , as, These are all *selected from* the best authors

*Surrender to* as, The enemy at last *surrendered to* him.

- 65 Append in short sentences, appropriate prepositions to the following words, —*die, martyr, profit, resemblance, vexed wonder,*

*Die of* (some natural cause) : as, He *died of* thirst  
 „ *by* (some violent or unnatural means) as,  
 ‘He *died of* poison’

*Martyr for* a cause : as, He *died a martyr for* Christianity.

„ *to* a disease, as, He *died a martyr to* gout

*Profit by* ; as, He has *profited by* my loss.

*Resemblance with* , as, No *resemblance with* each other

*Vexed with* a person , as, He was much *vexed with* me.

Vexed at a conduct ; as, He was much vexed at  
your impertinence.

Wonder at , as, I wonder at his sudden dis-  
appearance.

- 66 Add appropriate prepositions to the following words —  
*frown, adapted, independent, acquiesce, inculcate, inform,*  
*endowed, pursuant* Form sentences to illustrate the  
use of each phrase thus formed

Frown at a thing , as, Frown at it and it will in  
turn look sourly upon you

„ on a person , as, He frowned on me

Adapted to , as, This is adapted to the purpose

Independent of , as, These kingdoms are indepen-  
dent of each other

Acquiesce in , as, He will gladly acquiesce in  
whatever arrangement you make

Inculcate upon , as, Christ inculcated upon his  
followers humility and forgive-  
ness of injuries

Inform of , as, I informed him of the arrange-  
ment

Endowed with , as, A man is endowed by his  
Maker with reason

Pursuant to as Pursuant to your order I went  
to the place.

- 67 Add appropriate prepositions to the following words —  
*alone, brag, cope, deluged, equivalent, grumble, com-*  
*patible, discontented, tyrannise, responsible, involved,*  
*charged, deprived*

Atone <i>for</i>	Discontented <i>with, at</i>
Biag <i>of</i> .	Tyrannize <i>over</i>
Cope <i>with</i>	Responsible <i>for</i> a thing,
Deluged <i>with</i>	<i>to</i> a person.
Equivalent <i>to</i>	Involved <i>in</i> .
Grumble <i>at</i>	Charged <i>to, with, on</i>
Compatible <i>with</i>	Deprived <i>of</i>

- 68 State what prepositions should be used with the following words —*angry, astonished, capable, compare, prejudicial, alienate, annex, capacity, domineer, grapple, succeed*

Angry *at* a thing, *with* a person, *for* something

Astonished *at*.

Capable *of*

Compare *with* in respect to quality, *to*, by way of illustration, as, He compared himself *with* that great man, Angel may be compared *to* fire

Prejudicial *to*

Alienate *from*.

Annex *to*.

Capacity *for*

Domineer *over*

Grapple *with*

Succeed *to, by, in*, as, He was succeeded *to* the throne *by* his eldest son who subsequently succeeded *in* doing away with the men

- 69 What prepositions are used after the following words —  
*redolent, careful, superior, preferable, militate, reduce*  
*trust, entrust, confident, shrink, enjoin, blush*

Redolent of	Trust in
Careful of, in.	Entrust with, to.
Superior to	Confident of
Preferable to.	Shrink at, from.
Militate against	Enjoin upon
Reduce under, to.	Blush at, for

- 70 Give distinct meanings of *do* according as it is followed  
 by *with, without, for* What is the meaning of the  
 phrase *to have to do with*

*Do with* = to dispose of

*Do without* = to dispense with, to get along  
 without

*Do for* = to serve, to answer for

*To have to do with* = to have concern with

- 71 Write out the following sentences, supplying the proper  
 prepositions —

(a) She is afraid—you

(b) He was made acquainted—your loss

(c) I have applied—the post

(d) He agreed—the proposal

(e) He begged this—me

(f) A favour was bestowed—him

(g) —which he complied

(h) What we did was conformable—our instructions

(i) This is in deed a change—the worse

(j) I have a desire—that

(k) The value is estimated—Rs 40

(l) He was excluded—the examination

(m) He is not fit—the class

(a) She is afraid of you.

(b) He was made acquainted *with* your loss

(c) I have applied *for* the post

(d) He agreed *to* the proposal

(e) He begged this *of* me.

(f) A favour was bestowed *upon* him

(g) *To* which he complied

(h) What we did was conformable *to* our instructions.

(i) This is indeed a change *for* the worse

(j) I have a desire *for* that

(k) The value is estimated *at* Rs 10.

(l) He was excluded *from* the examination

(m) He is not fit *for* the class.

7 Name some words which require the preposition *from* after them

Absent *from*

Expel *from*

Alienate *from*.

Hinder *from*

Averse *from* (-tate.)

„ *in*

„ *to* (feeling)

Inseparable *from*

Avert *from*

Prevent *from*.

Depart *from*

Prohibit *from*

Differ *from* } a person.  
„ *with* }

Result *from* (proceed  
from)

„ *in* opinion

„ *in* (= cause)

Dissent *from*

Swerve *from*



73 Give some words after which the preposition *of* should be placed

Abhorrence *of*

Acquit *of*,

Admiration *of*

Ambition *of*

Apprise *of*

Approve *of*

Boast *of*

Convince *of*

Demand *of*

Disapprove *of*

Enamoured *of*,

Exclusive *of*

Guilty *of*

Ignorant *of*

Independent *of*

Mistrustful *of*

Need *of*

Proud *of*

Remind *of*

Worthy *of*

74 Name some words which require the preposition *over* after them

Domineer *over*

Exult *over*

Muse *over*

Ponder *over*

Preside *over*

Rule *over*.

Triumph *over*,

Tyrannize *over*

75 Give some words that are followed by the preposition *on* or *upon*

Bent (or intent) *upon*

Calculate *upon*

Compliment *upon*

Congratulate *upon*

Down *upon*

Dilate *upon*

Determine *upon*

Discourse *upon*.

Doat *upon*

Encroach *upon*

Enjoin *upon*

Enlarge *upon*

Inculcate *upon*

Speculate *upon*.

Think *upon*

Treat *upon*

State the words that should be followed by *with*

Afflicted <i>with</i>	Cope <i>with</i>
Argue <i>with</i>	Inconsistent <i>with</i>
Charge <i>with</i>	Invested <i>with</i>
Comply <i>with</i>	Provide <i>with</i>
Confront <i>with</i>	Replete <i>with</i>
Contented <i>with</i>	Variance <i>with</i>

Name some words that should be followed by the preposition *to*

Accustom <i>to</i>	Indifferent <i>to</i> .
Adequate <i>to</i> .	Inured <i>to</i>
Adhere <i>to</i>	Marry <i>to</i>
Agreeable <i>to</i>	Opposite <i>to</i> .
Assent <i>to</i> .	Perceptible <i>to</i>
Discouragement <i>to</i>	Restore <i>to</i>
Encouragement <i>to</i>	Similar <i>to</i> .
Exception <i>to, against</i> .	True <i>to</i> .
Foreign <i>to</i>	Yield <i>to</i>

78 State what prepositions should be used with the following words —*aware, ashamed, cruel, cure, dear, envious, fair, fond, guilty, hard, proud, obedient, sick, slow, smell, swift, sure, similar, tired, vain, void, vary*

Aware <i>of</i>	Fair <i>to</i>
Ashamed <i>of</i> .	Fond <i>of</i>
Cruel <i>to</i>	Guilty <i>of</i>
Cure <i>of</i> .	Hard <i>of</i> .
Dear <i>to</i> .	Obedient <i>to</i>
Envious <i>of</i> .	Proud <i>of</i> .

Sick <i>of</i> .	Similar <i>to</i> .
Slow <i>of</i>	Tired <i>of</i>
Smell <i>of</i>	Vain <i>of</i>
Swift <i>of</i> .	Void <i>of</i> .
Sure <i>of</i>	Wary <i>of</i> .

79 Write out the following sentences, supplying the proper prepositions —

- (a) He is innocent—ill blame
- (b) He is slow—success
- (c) Be mindful—your lessons
- (d) He is short—money
- (e) You are deficient—courtesy
- (f) I am sensible—my deficiencies
- (g) He is very sensitive—blame
- (h) You are blind—your faults
- (i) He is dead—the world
- (j) You are deaf—all entreaty

- (a) He is innocent *of* all blame.
- (b) He is slow *of* success
- (c) Be mindful *of* your lessons
- (d) He is short *of* money
- (e) You are deficient *in* courtesy
- (f) I am sensible *of* my deficiencies.
- (g) He is very sensitive *to* blame
- (h) You are blind *to* your faults
- (i) He is dead *to* the world.
- (j) You are deaf *to* all entreaty.

80 Distinguish between —

- (a) 'He meditated *upon* the shortness of life' and  
'He meditated *revenge*'



- 82 State the preposition which should be used after—merge, plunge, introduce, relapse

Merge *into*

Introduce *into*.

Plunge *into*.

Relapse *into*

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## PART X

### CONJUNCTIONS

- 1 What are Conjunctions? How do you explain "two and two make four?"

Conjunctions are words used to connect sentences.

Two *and* two make four = Two *with* two make four The word *and* has here a prepositional character, and should not be treated as an ordinary Conjunction Many grammarians overlooking this double character of the word *and*, assert that Conjunctions connect *words* as well as sentences

- 2 How are Conjunctions most conveniently classified?

Conjunctions are most conveniently classified as (1) *Co-ordinate* Conjunctions and (2) *Subordinate* Conjunctions

- 3 What are *Co ordinate* and *Subordinate Conjunctions*?

*Co-ordinate* Conjunctions join independent sentences, as, 'God sustains the world *and* he governs it.'

*Sub-ordinate* Conjunctions subjoin a dependent to a principal sentence, 'Men learn quickly *when* they are attentive'

How are *Co-ordinate* conjunctions classified ?

*Co-ordinate* Conjunctions are—

(1) Cumulative or copulative, *as, also, and, likewise, not only-but, &c.*

(2) Adversative or Disjunctive—

(a) *Adversative, but, still, yet, however, &c*

(b) *Exclusive, else, otherwise*

(c) *Alternative, either-or, neither-nor, &c*

(3) *Illative, therefore, hence, thus, so &c*

5 How are *Subordinate* Conjunctions classified ?

*Subordinate* Conjunctions are—

(1) Those denoting *condition, if, though &c*

(2) Those denoting *reason, because, for, since, as, &c*

(3) Those denoting *end or purpose, that, in order that, so-that, lest*

(4) Those denoting *time, when, while, as, until, before, after, since, &c*

Give *an* instances of correlative Conjunctions

*Neither-nor, either or, whether-or, if-then, for-  
because, as-so.*

How are Conjunctions classified as to their origin ?

As to their origin Conjunctions are—

(1) Simple, *as, and, if, &c*

(2) Derived : *nor, either &c.*

(3) Compound, *nevertheless, moreover*

Give the different uses of *or*

*Or* is used—

- (1) to express an *alternative* ; as, 'Go *or* stay
- (2) to express a *synonym* , as, 'Hari *or* Vishnu'
- (3) for *otherwise* , 'He was ill *or* he could  
reply to your letter earlier'

Parse now in the following, and give its exact force —

"Now, Xerxes had in his camp an exiled Spirit in Prince, named Demaratus, who had become a traitor to his country, and was serving as counsellor to the enemy."

This *now* is a Conjunction, to introduce an inference or an explanation. Note what I am about to tell you.

## PART XI. INTERJECTIONS

What are Interjections? How are they distinguished from other parts of speech?

Interjections are words used to express some sudden feeling ; as, Oh ! Alas !

Interjections are distinguished from other parts of speech in not entering into the construction of sentences. They stand alone and have been called word-sentences.

How may Interjections be classified?

Interjections are—

- (1) Those denoting *joy* ; as, hurra ! huzza !
- (2) Those denoting *grief* ; as, O ! Oh ! Alas !

- (3) Those denoting *wonder* ; as, *hah ! oh !*
- (4) Those denoting *approbation* ; as, *bravo !*  
*excellent !*
- (5) Those denoting *aversion* ; as, *pugh ! tush !*  
*fie !*
- (6) Those used for calling *attention* , as, *lo !*  
*behold ! hush !*
- (7) Those denoting *curiosity* ; as, *oh ! ha !*
- (8) Those denoting *nearness* ; as, *heigh ho .*
- (9) Those denoting *desire for the presence of*  
*another* , as, *ho ! hollo !*

Some Interjections take after them the dative of the Personal Pronoun or Noun. Give *three* instances of these

Ah *me !* Well is *him !* Alas the *day !*

## PART XII.

### INTERCHANGE OF PARTS OF SPEECH.

Mention the words which occasion a difficulty in deciding the part of speech

The following words occasion a difficulty in deciding the part of speech —

*As, after, both, but, for, either, neither, however, much, more, no, save, since, that, then, therefore.*

Show by examples in what different parts of speech the following words are used — *as, after, both, but, for.*



*As* is used as (1) a Relative as, 'The terms are as follow '

(2) an Adverb as, 'As eloquent as Cicero ,'

(3) a Conjunction , as, 'As you are ill, you should not be out in the unwholesome air ,'

(4) a Correlative after *such*, *the same* , as, 'He is *such* as he has ever been '

*After* is used as (1) an Adjective , as, 'An *after* period of life ,'

(2) an Adverb as, 'Ram came *after* '

(3) a Preposition. as, 'Ram came *after* Syam '

(4) a Conjunction , as, 'He came *after* I went '

*Both* is used as (1) an Adjective , as, '*Both* men were present ,'

(2) a Noun , as, '*Both* of us went to the place '

(3) a Correlative Conjunction as, '*Both* you *and* I saw him '

*But* is used as (1) a Preposition , as, 'He lost all *but* life and honour' (= except),

(2) an Adverb, as, 'We are *but* of yesterday' (=only),

(3) a Conjunction, as, 'He can go *but* I cannot' (=on the other hand);

(4) a Relative, 'There was none *but* (=that not) did his best'

*For* is used as (1) a Conjunction; as, 'He is absent, *for* he is ill' (=because);

(2) a Preposition. 'I do it *for* you' (=on account of.)

Show by constructing short illustrative sentences that the following words are capable of being more than one part of speech—*either*, *neither*, *however*, *much*, *more*, *most*, *no*

*Either* is used as (1) an Adjective Pronoun; as, '*Either* of them went there.'

(2) a Conjunction, as, '*Either* go or stay'

*Neither* is used as (1) an Adjective Pronoun, as, 'Take *neither* of these books.'

(2) a Conjunction, as, 'He can *neither* read nor write'

*However* is used as—

(1) an Adverb, as, '*However* wise he may be.'

(2) a Conjunction, as, 'He might, *however*, send me the book'

*Much* is used as—

- (1) an Adjective, as, '*Much* money was expended '
- (2) an Adverb, as, 'It is *much* better to labour than to be slothful.'
- (3) a Noun, as, 'Where *much* is given, *much* is required '

*More* is used as (1) an Adjective, as, '*More* praises have been bestowed '

- (2) an Adverb as, 'He is *more* diligent '
- (3) a Noun, as, 'I can do no *more* '

*Most* is used as (1) an Adjective, as, '*Most* men think so '

- (2) an Adverb, 'You have acted *most* foolishly '
- (3) a Noun, as, '*Most* of us are unhappy '

*No* is used as (1) an Adjective, as, 'I have *no* ink '

- (2) an Adverb, as, 'Is he come?'  
'*No* '

4 In what different parts of speech are the words *save*, *since*, *that*, *then*, *therefore* used? Construct sentences to illustrate the uses of each

*Save* is used as (1) a Verb, as, 'He can *save* me '  
(2) a Preposition, 'All went, *save* him '

*Since* is used as (1) a Conjunction ; as, 'Since we must part, let us do it peaceably.'

(2) a Preposition, as, 'I have not seen him *since* that time'

(3) an Adverb, as, 'Our friendship commenced long *since*.'

*That* is used as (1) a Relative Pronoun, as, 'I saw a man *that* (who) was lame'

(2) a Demonstrative Adjective, as, '*That* book I want.'

(3) a Conjunction, 'He reads *that* he may improve'

*Then* is used as (1) an Adverb, as, 'He arrived *then*, and not before' (=at that time')

(2) a Conjunction, as, 'I rest, *then*, upon this argument' (=therefore.)

*Therefore* is used as—

(1) a Conjunction, as, 'He is good, *therefore* he is happy.'

(2) an Adverb, as, 'He is good, and *therefore* he is happy.'

*N B* —When *therefore* follows the word *and*, *if*, *since*, &c., and gives only a sense of *for that reason*, it is an Adverb, but when it gives that sense and also connects, it is a Conjunction.

- 5 Give sentences to exemplify the uses of the following words—as a *verb*, a *noun*, and an *adjective*—*damp* *like*

Soft bodies *damp* the sound much more than hard ones (*verb*)

Guilt often casts a *damp* over our sprightliest hours (*noun*.)

*Damp* air is unwholesome (*adjective*)

We are too apt to *like* vicious company (*verb*)

Everybody loves its *like* (*noun*)

Men of *like* excellence (*adjective*)

- 6 Give one word that is used as an *adjective*, a *verb*, an *adverb* or a *noun*, according as you use it Give examples

*Still*, as, 'still waters are commonly the deepest' (*adjective*) 'He laboured to *still* the tumult'

(*verb*.) 'Though he is out of danger, he is

*still* afraid' (*adverb*.) 'The *still* of the night' (*noun*.)

7. Show by examples in what different parts of speech the following words are used —

*before*, *what*, *better*, *now*, *down*

*Before* is used as—

(1) an *Adverb*, as, 'He had been there *before*'

(2) a *Conjunction*, as, 'He went *before* the sun rose'

(3) a *Preposition*, as, 'He went *before* sunrise.'

*What* is used as—

- (1) an Adjective ; as, 'What poem is this ?'
- (2) an Adverb, as, 'What happy children !' (= how )
- (3) a Pronoun—
  - (a) interrogative ; as, 'What is this ?'
  - (b) compound relative, as, 'I know not *what* to do.'
- (4) an Interjection ; as, 'What ! can he not speak ?'

*Better* is used as—

- (1) an Adjective, as, 'He is a *better* physician.'
- (2) an Adverb, as, 'I love you *better* than him.'
- (3) a Verb, as, 'He is *thinking* of *bettering* his condition.'
- (4) a Noun ; as, 'They got the *better* of their enemy' (= advantage, victory)

*Now* is used as (1) an Adverb, as, 'He *now* resides in England'

- (2) a Noun, as, 'I have not heard from him till *now*'
- (3) a Conjunction, as, '*Now*, these people are fond of liberty.'

*Down* is used as (1) an Adjective, as, 'The *down* train'

(2) an Adverb: as, 'He came *down*.'

(3) a Preposition, as, 'He came *down* the hill'

(4) a Noun, as, 'Ups and *downs* of life'

- 8 Give instances of nouns which by a simple transposition of the accent become verbs

<i>Noun</i>	<i>Verb</i>
E'xport	Expórt
Prelúde	Pielúde
Súrvey	Surváy
Cónvict	Convíct

- 9 Give sentences to exemplify the use of *light*—as a noun  
an adjective, and adverb

The *light* of the sun (noun.)

*Light* rooms (adjective)

To *light* a candle (verb)

- 10 Some adjectives by a simple transposition of accent become verbs, and some nouns by some variation in sound and without changing the accent become verbs. Give an instance of each

Ab'sent (an adjective) means *not present*

Ab-sent' (a verb) means to *withdrew*

Abúse (a noun), corrupt practice

Abuse (a verb pronounced *abuze*), to *ill use*

- 11 In what different parts of speech are the words *second* and *silver* used Give one sentence to illustrate the uses of each

I cannot *second* (verb) you in trying to get the *second* (adjective) place without thinking a *second* (noun) or two

He has exchanged his *silver* (adjective) watch for a lump of *silver* (noun) with which he meant to *silver* (verb) some coins.

- 12 Show by examples in what different parts of speech the following words are used — *all*, *enough*, *few*, *half*, *how many*, *none*, *one*, *only*, *some*.

*All* is used as (1) an Adjective 'All people say so.'

(2) an Adverb 'He is *all* pale.'

(3) a Substantive Pronoun 'All are of this opinion'

(4) a Noun 'Our *all* is at stake'

*Enough* is used as—

(1) an Adjective. 'He has bread *enough* and to spare'

(2) an Adverb. 'I know you well *enough*'

(3) a Substantive pronoun. 'He has *enough* of practical wisdom'

*Few* is used as—

(1) an Adjective. 'I have *few* friends.'



- (2) a Substantive Pronoun 'There are *few* who know me '
- (3) a Noun (with *a*) 'I could answer only a *few* (of) questions '

*Half* is used as—

- (1) an Adjective : 'He obtained leave on *half* pay '
- (2) an Adverb 'He *half* consented '
- (3) a Noun 'The other *half* will be sent to-morrow '

*How* is used as—

- (1) an Interrogative Adverb '*How* did he know it ?'
- (2) a Conjunctive Adverb . 'Tell me *how* I am to parse the word '
- (3) a Noun 'The thing must be done some *how* '

*Many* is used as—

- (1) an Adjective '*Many* boys were absent yesterday '
- (2) a Substantive Pronoun '*Many* are of this opinion '
- (3) a Noun 'A good *many* (of) apples '

*None* is used as—

- (1) an Adjective Pronoun 'Give me some pice—there are *none* '

- (2) an Adverb · 'He is *none* the wiser for all his learning '
- (3) a Substantive Pronoun 'None need apply who have not passed the F A Examination.'

*One* is used as—

- (1) an Adjective · 'Give me *one* book '
- (2) an Indefinite Substantive Pronoun 'One cannot tell,' 'The young *ones* are fled '

*Only* is used as—

- (1) an Adjective 'He killed his *only* son '
- (2) an Adverb · 'He can *only* go '
- (3) a Conjunction 'You may have the book now, *only* mind you return it to me to-morrow '

*Some* is used as—

- (1) an Adjective 'He wants *some* books '
  - (2) an Adverb 'He came to me *some* ten days ago '
  - (3) a Substantive Pronoun 'Some say there will be a famine this year '
-

## PART XIII.

## PARSING.

*return the words thus changed*  
 What do you understand by the term *parsing*?

*Parsing* is naming the different parts of speech and showing how they are connected

Give the scheme that is followed in parsing

The following scheme is followed in parsing —

- I. Noun — 1. *Kind* (Common, Proper),  
 2 *Number*, 3 *Gender*, 4 *Case*,  
 5 *Syntax*
- II Pronoun — 1 *Kind* (Personal, Demonstrative, &c), 2 *Person*, 3. *Number*, 4 *Gender*, 5. *Case*,  
 6 *Syntax*
- III Adjective — 1 *Kind*, 2 *Degree of comparison*;  
 3 *Function* (attributive of, or predicate of)
- IV Verb — 1 *Kind* (Transitive, Intransitive),  
 2 *Conjugation* (strong, weak),  
 3 *Voice*, 4 *Mood*; 5 *Tense*;  
 6 *Person*; 7 *Number*, 8 *Syntax*  
 (agreeing with), 9 *Parts* (Present, Past, Passive Participle)
- V Adverb — 1 *Kind*, 2 *Degree of comparison*;  
 3. *Function* (qualifying verb, Adjective or Adverb)

VI Preposition.—1 *Kind*, 2 *Function* (joining a Noun to a Noun, &c.)

VII. Conjunction.—1 *Kind*; 2. *Function* (joining two sentences co-ordinately or subordinately)

3 Parse fully the following —

'And chiefly Thou O spirit, that dost prefer,  
Before all temples the upright heart and pure,  
Instruct me"—Milton

(A B—The foregoing exemplifies all the parts of speech)

*And* .Conjunction, co-ordinate, joining the preceeding sentence to "chiefly Thou &c."

*Chiefly* Adverb of degree, qualifying the verb *instruct*

*Thou* .Pronoun, personal, 2nd person, singular number, neuter gender, nominative case, subject of *instruct*.

*O* .Interjection

*Spirit* ..Noun, proper, singular number, neuter gender, vocative case, standing by itself.

*That* . Pronoun, relative, 2nd person, singular number, neuter gender, nominative case, subject of *dost prefer*

*Dost prefer* ..Verb, transitive, weak, active voice, indicative mood, present tense, 2nd person, singular

	agreeing with its subject <i>that</i> . Parts <i>prefer, preferred, preferred</i> .
<i>Before</i>	. Preposition, joining <i>dost prefer</i> to <i>temples</i>
<i>All</i>	.. Adjective, indefinite numeral, attribute of <i>temples</i>
<i>Temples</i>	. Noun, common, plural number, neuter gender, objective case, after the preposition <i>before</i>
<i>The</i>	Adjective, demonstrative, attribute of <i>heart</i> -
<i>Upright</i>	Adjective of quality, positive, attribute of <i>heart</i>
<i>Heart</i>	Noun, common, singular number, neuter gender, objective case, governed by the transitive verb <i>dost prefer</i>
<i>And</i>	Conjunction joining the two in- dependent words, <i>upright</i> and <i>pure</i> together
<i>Pure</i>	Adjective of quality, positive, attribute of <i>heart</i>
<i>Instruct</i>	Verb, transitive, weak, active voice, imperative mood, present tense, 2nd person, singular, agree- ing with its subject <i>thou</i> Parts <i>instruct, instructed, in-</i> <i>structed</i>



- (c) *Fleet* Noun, common, plural number, neuter gender, objective of *measure* used with the neuter verb *is*
- (d) *Day* Noun, common, singular number, neuter gender, objective of *time* used with the neuter verb *go*
- „ *Times* . Noun, common, plural number, neuter gender, objective of *time* used with the neuter verb *go*
- „ *Week* „ Noun, common, singular number, neuter gender, objective case, governed by the preposition *a* (= on)
- (e) *Hum* „ Pronoun, demonstrative, 3rd person, singular number, masculine gender, dative case after the verb *failed*
- (f) *To reign* . Simple infinitive, used as a noun, nominative case, subject of the verb *is*
- „ *Ambition* . Noun, common, singular number, neuter gender, objective case, denoting *value*, after the adjective *worth*
- (g) *All* „ Adjective, indefinite numeral, attribute of *love*.

- „ *Half*, „ Adjective, definite numeral,  
attribute of *language*
- „ *Half* „ Adjective, definite numeral,  
attribute of *fire*
- (h) *Half* „ Noun, common, singular num-  
ber, neuter gender, nominative  
case, subject of the verb as  
*N B — Half a loaf = half (of)  
a loaf*
- (i) *Weight* „ Noun, common, singular num-  
ber, neuter gender, objective  
case, governed by the causative  
verb *ride* (= cause to ride.)

Parse the words in italics in the following sentences —

(a) He, *knowing* my intention, refused

(b) I recommend your *drinking* this

(c) The *dawning* light

(d) Thou art lovelier than the *coming* of the spring

(e) These clothes want *washing*

(f) A new work is *preparing* for the press

(a) *Knowing* Verb, transitive, participle,  
active voice, present tense,  
qualifying the pronoun *he*, and  
governing the objective case  
*intention*

(b) *Drinking* „ Verbal noun, transitive, active  
voice, singular number, being  
object of the transitive verb



- recommend* and having as object the pronoun *this*
- (c) *Dawning* Verbal noun, intransitive, active voice, used as an adjective qualifying the noun *light*
- (d) *Coming* Verbal noun, intransitive, active voice, nominative case, being nominative after the substantive verb *art*
- (e) *Washing* Verbal noun, transitive, passive voice, singular number, object of the transitive verb *want*
- (f) *Preparing* Verb, participle, apparently active in a passive sense, present tense, being used to complete the sense of the verb *is*

6 Parse the words in italics —

- (a) The river ran *purple* to the sea
- (b) This is the *very* time *to do* it
- (c) We ought to live *holily* and *godly*
- (d) He is a *godly* man
- (e) This the *only* way to do it
- (f) I will do it *only* this *once*
- (g) He is a *seldom* contributor,
- (a) *Purple* Adjective, positive, predicate of the subject *river*
- (b) *Very* Adjective, attribute of *time*
- „ *To do* Verb, gerundial infinitive, transitive, active voice, present

tense, used as a complement of the noun *time*, and having as object *it*.

- (c) *Holy, godly* . . Adverbs of manner, positive, qualifying the verb *to live*
- (d) *Godly* . . . Adjective, positive, attribute of *man*.
- (e) *Only* . . . Adjective, attribute of *way*
- (f) *Only* . . Adverb, qualifying the verb *will do*
- „ *Once* . . Noun, common, singular number, neuter gender objective of *time*
- NB* — *Once* is used as a noun when preceded by *this* or *that* *This once* = this time
- (g) *Seldom* . . . Adjective, positive, attribute of the noun *contributor*.

7 Parse *away* in the following —

- (a) He went *away* in a rage
- (b) This is far and *away* the best.
- (c) Away ! I will not hear you
- (d) The Thugs made *away* with him
- (e) *Away* . . Adverb of place, qualifying the verb *went*
- (f) *Away* . . Adverb, qualifying the adjective *best*.

- (c) *Away* . Adverb used as an interjection.  
*Away!* = Go away !
- (d) *Away* . Adverb used as part of the compound verb made *away* with  
 (=killed.)

8 Parse and explain the italicised words in the following sentences —

- (a) You *need* not go at once  
 (b) I *needs* must go at once  
 (c) This is not *worth* much  
 (d) Woe *worth* the day !  
 (e) You must *do* as you are told  
 (f) This will never *do*
- (a) *Need* Verb, intransitive, weak auxiliary, indicative mood, present tense, 2nd person, plural, agreeing with its subject *you* *Need* not go = *Are required* not (to) go
- (b) *Needs* Adverb, qualifying the verb *must* go *Needs* = *necessarily*
- (c) *Worth* Adjective with a prepositional force, governing the object *much* *Worth* = *equal in value to*
- (d) *Worth* Verb, intransitive, defective, imperative mood, present tense, 3rd person, singular, agreeing with its subject *woe*, and governing the dative case *day* *Worth* = *Be to*

(e) *Do*      Verb, intransitive, strong, principal verb, indicative mood, present tense, 2nd person, plural, agreeing with its subject *you*.  
Parts *do did, done*. *Do* = *perform*, as an action

(f) *Do*      ..Verb, intransitive. strong, principal verb, indicative mood, future tense, 3rd person, singular, agreeing with its subject *this*  
Parts *do, did, done* *Do* = *suffice*, *serve the purpose*.

2 Parse the italicised words in the following —

(a) He has done little more than *make* a beginning

(b) He did nothing but *laugh*

(c) Let me go *strike* the knave

(d) No sooner *said* than *done*

(e) I soldier obeys his orders, and *no more*

(f) I had rather die than *alarm* the child

(g) *Where* do you come from ?

(h) 'Come weal, come woe, by Bruce's side,' Replied the chief, 'will Ronald bide'

(a) *Make*    ..Verb, transitive, weak, infinitive mood (sign of the infinitive being omitted after *than*), active voice, present tense, used as a noun, being object of the verb *has done*.

(b) *Laugh*    ..Verb, intransitive, weak, infinitive mood (sign of the infinitive

being omitted after 'did nothing but'), active voice, present tense, used as a noun, being object of the preposition *but* (=except)

(c) *Strike* .. Verb, transitive, strong, infinitive mood (sign of the infinitive being omitted after the verb *go*), active voice, present tense, used as an adverb qualifying the verb *go* (=to go, *to* being suppressed after the verb *let*)

(d) *Said* .. Verb, transitive, weak, passive participle of the verb *say*, forming with *is* (understood) a passive present tense

„ *Done* Verb, transitive, strong, passive participle of the verb *do*, forming with *is* (understood) a passive present tense

*NB* — 'No sooner *said* than *done*' is elliptical  
When written in full it would stand thus 'No sooner it is *said* than it is *done*'

(e) *No* Adjective, attribute of the noun  
*more*

, *More* .Noun, common, singular number, neuter gender, objective case, governed by the transitive verb *obeys*

(*f*) *Alarm* . Verb, transitive, weak, infinitive mood (sign of the infinitive being suppressed after *had* rather) active voice, present tense, used as a noun, being the object of the verb *had* (= would have)

(*g*) *Where* .. Noun, common, singular number, neuter gender, objective case, being object of the preposition *from*.

(*h*) *Come* . Verb, intransitive, strong, subjunctive mood, active voice, 3rd person, singular, agreeing with its subject *weal*

, *Come* Verb, intransitive, strong, subjunctive mood, active voice, 3rd person, singular, agreeing with its subject *wee*

*N B* — ‘*Come weal, come wee*’ = ‘*Though weal come, though wee come.*’

0 Parse words in italics in the following —

(*a*) He finished the work *as* I directed

He is *as* good *as* he is great.

Timoleon, *as* you know, acted wisely

(*b*) *There* was at Venice a certain merchant

*It* now happened that Ram returned home

(*c*) Was there ever *such* self-possession

(*a*) *As* . Conjunction, co-ordinate, joining the two sentences ‘He finished

the work' and 'I directed' together, or—

Adverb of *manner*, qualifying the verb *finished*.

*As* Adverb of *degree*, qualifying the adjective *good*

*As* Adverb of *degree*, qualifying the adjective *great*

*As* Pronoun, relative, 3rd person, singular, masculine gender, objective case, being object of the transitive verb *know*

(b) *There* Adverb, used to begin the affirmative sentence 'A certain merchant was at Venice'

*It* Pronoun, demonstrative, 3rd person, singular number, neuter gender, having a forward reference to the noun clause 'that Ram returned home,' nominative case, subject of the verb *happened*

(c) *Such* Adjective, qualifying the noun self-possession

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## PART XIV.

## SYNTAX

- 1 Distinguish between Etymology and Syntax

Etymology is the study of individual words.

Syntax is the joining of words.

- 2 Name the parts of Syntax Define them

The parts of Syntax are (1) Concord

(2) Government

(3) Order of words

Concord is the agreement of words in respect of number, person, tense or mood

Government is the power which one word has over the case or mood of another

Order of words is the giving to each word its proper place in the sentence

- 3 Name the different concords

(1) Concord of subject and Verb.

(2) Concord of Adjective and of Pronoun with Noun

(3) Concord of Tenses

- 4 What are the main rules as to 'Concord' in an English sentence?

(1) Concord of subject and verb —

Rule (1) The verb must agree with its subject in number and in person, as, 'He sings.' 'we sing' The subject of the verb (if a pronoun) should always be in the nominative



case, as, '*Him* and *her*' are of the same opinion' should be '*He* and *she* are of the same opinion'

Rule (2) When a noun of multitude is the subject, the verb is plural, as, 'The jury (each of them) *were* dismissed' When a collective noun is the subject, the verb is singular, as, 'The council (as one body) *has* chosen its president.'

Rule (3) Two or more singular nominatives connected by *and* require a plural verb, as, 'David and Jonathan *were* bosom friends'

Rule (4) Two or more singular nominatives separated by *or* or *nor* require a singular verb, as, 'Either your brother or Hari *has* done this'

Rule (5) When the subject is a relative pronoun, the antecedent determines the number of the verb, as, 'All ye that *pass* by'

(11) Concord of Adjective and of Pronoun with Noun —

Rule (1) The demonstratives 'this' and 'that' must agree with their noun in number, as, '*These* means *are*—*this* means *is*—not enough.'

Rule (2) The distributive adjectives 'each,' 'every,' &c., are joined to a singular noun, and consequently the verb is singular, as, '*Every tree is known by its fruit.*' They take a singular pronoun when applied to *one gender*, as, '*England expects every man to do his duty.*' When both *genders* are implied they take a plural pronoun as, '*let each esteem other better than themselves*'

(iii) Concord of Tenses —

The subordinate tenses and the principal tense must not conflict, as, '*He affirmed that he will go to-morrow*' should be '*He affirmed that he would go to-morrow*'

- 5 Name the instances in which the verb is singular though used with nominatives connected by *and*

The following are the instances in which the verb is singular though used with nominatives connected by *and* —

- (1) When the nouns are names for the same subject, as, '*The general and historian has arrived*'
- (2) When the nouns are almost synonymous, as, '*What is the use and object of building pinnacles?*'

(3) When the nouns are names for the chief parts of the subject, as, 'Bread and butter *is* my usual breakfast'

(4) When the nouns are preceded by *each*, *every*, and *no*, as, 'Each cow, sheep and horse *was* sacrificed,' 'Every limb and feature *appears* with its appropriate grace,' 'No part of their substance, and no part of their properties *is* the same'

6 How do you decide when the nominatives connected by *and* are of different persons?

In what number is the verb when *as well as*, *with*, or *but*, is used as connective?

When two or more nominatives of different persons are connected by *and*, the verb agrees with the *first* person in preference to the *second*, and with the *second* in preference to the *third*, as, 'You and I *have* learned our lessons,' 'you and he *have* received your record.'

When two singular nominatives are connected by *as well as*, *with* or *but*, the verb is singular, as—  
'Cæsar, *as well as* Cicero, *was* eloquent'

'Industry *with* economy *secures* independence'

'Nothing *but* misery *is* the consequence'

7 How do you decide when one of the nominatives connected is affirmative and the other negative? When one of the nominatives separated by *or* or *nor* is plural, state the *number* and *position* of the verb

When two nominatives are connected, the one affirmative and the other negative, the verb agrees with the affirmative; as, 'Not a loud voice, but strong proofs, *bring* conviction;' 'He, and not you, *is* wrong'

When one of the nominatives separated by *or* or *nor* is plural, the verb is plural and the plural nominative is placed next the verb; as, 'Neither Ram nor his *brothers have* come'

- 8 How do you decide when two or more singular nominatives separated by *or* or *nor* are of different persons?

When two or more singular nominatives of different persons are separated by *or* or *nor* the verb agrees with the latter, as, 'Either he or I *am* wrong.'

*NB* —Latham lays down:—1. When the words *either* or *neither* precede the pronouns, the verb is in the third person 2 When the pronouns are not preceded by *either* or *neither*, the verb agrees with the first; as—

'Either he or I *is* in the wrong,'

'I or he *am* in the wrong'

- 9 When the infinitive mood, or a part of a sentence, is the subject, state the *number* and *person* of the verb

When the infinitive mood, or a part of a sentence, is the subject, the verb is in the third person singular, as, 'To honour our superiors *is* our duty'

10 Explain the Concord of the following —

- (1) 'The *Pleasures of Memory* was published in 1792'
- (2) 'My *Lives* are reprinting'—Johnson
- (3) 'Nine-tenths of a man's happiness *depends* upon other people'
- (4) '*Green Leaves* is a pretty song'
- (5) 'There is two or three'
- (6) 'This *news* is good'
- (7) '*Mathematics* is a branch of study in every school'
- (8) 'Fair and softly *goes* far'

- (1) The title of a book though plural in form, takes a singular verb when it stands for the book as a whole 'Pleasures of Memory' is the name of a book, therefore the verb is 'was'
- (2) If the exact title be dropped, the verb is plural, if the subject is plural 'Lives' is not an exact title (the exact title being 'Lives of the poets') and is in the plural, therefore the verb is 'are'
- (3) When the form of a noun is plural and the meaning singular, a singular verb is preferred. 'Nine-tenths,' though plural in form, has a singular meaning, therefore the verb is 'depends'
- (4) Title of a song requires a singular verb 'Green Leaves' is a title of a song, therefore the verb is 'is'
- (5) Usage permits the use of both forms 'there is two or three,' 'there are two or three'

- (6) 'News' is in the third person singular, therefore the verb is 'is,' (see page 44.)
- (7) 'Mathematics', though plural in form, has a singular meaning, therefore the verb is 'is' (see page 44.)
- (8) Proverbial expressions take a singular verb 'Fair and softly' (=who goes fair and softly) is a proverbial expression, therefore the verb is 'goes,' (cp 'Slow and sure *out-travels* haste,' 'Poor and content *is* rich enough')

11 Justify the following —

- (a) 'His meat *were* locusts and wild honey'
- (b) 'His pavilion *were* dark waters and thick clouds of the sky'
- (c) 'To love and to admire *has* been the joy of his existence'
- (d) 'The wages of sin *is* death'

When the verb *to be* stands between a singular and a plural nominative it agrees with the one which is more naturally the subject of it. The real subject in (a), (b), (c), (d), is the noun following the verb *to be*, and with it the verb is made to agree.

- 12 When there are two antecedents of *different persons*, state with which the relative agrees in *ordinary language*—  
in *Scripture language*

When there are two antecedents of *different persons*, the relative generally agrees with the latter; as, 'You are the *friend who has* often

relieved me' In Scripture language, and particularly when we address the *Deity*, the relative frequently agrees with the former of two antecedents, as, '*Thou art the Lord, who seest us in all our ways*'

13 Examine the following —

I am the man *who command* you

I am the man *who commands* you

I am the man *who command* you = I who command you am *the man* previously mentioned, *I who command* is here the subject, and *man* the predicate

'I am the man *who commands* you' = I am your regular commander Here *I* is the subject, and *man who commands* the predicate

14 Explain the phrases "as follows," "as follow" What in such phrases is *as* equivalent to ?

The phrase "as follows" refers to one subject, as, "*His argument was as follows.*"—"as follow" refers to more than one, as, "*His words were as follow*"

The word *as* is, in these phrases, equivalent to the pronouns *that which* or *those which*

15 What are the main rules as to 'Government' in an English sentence ?

Rule (1)—Substantives govern nouns, as well as pronouns, in the possessive case, as,

"*Ram's house*," "*your advice*" Gerundial infinitives in 'ing' sometimes govern possessives, as, "They prevented *his* going forward."

Rule (2)—Transitive verbs and prepositions govern the objective case, as, "We love *him*," "Come with *us*."

Rule (3)—One verb governs another in the infinitive mood ; as, "*Forget not to do good*"

Rule (4)—The verb 'to be' has the same case after it as before it ; as, "*I am he* ;" "*I understood it to be him*"

Rule (5)—The conjunctions 'than' and 'as' in comparative sentences have the same case after them as before them, as, "*He is wiser than I (am)*;" "*She loved him more than (she loved) me*;" "*You are as tall as I (am)*"

16 Comment upon the italicised words in—

(a) He is taller than *me*

(b) Is she as tall as *me*?—Shakespeare

(c) No mightier than *thyself* or *me*—Shakespeare

(d) Than *whom* none ever better sustained the judicial office—Lord Brougham

(e) They all cried 'That's *him*'

(f) Every one must judge of *their* own feelings—Byron

(a), (b) and (c) Extensive usage permits the use of the objective of the personal and demonstrative pronouns after the conjunctions



*than* and *as*, as though they were governing words

- (d) Some (Morell and others) maintain that *than* is followed by the objective case of the relative as in Milton—

‘Satan, *than whom*

None higher sat’

‘*Than whom*’ sounds better than ‘*than who*’ and is often used before negatives

- (e) Such phrases as, ‘That’s *him*’ ‘It’s *me*’ have crept into common speech. The accusative case *me*, though ungrammatical, yet is acquiesced in, as better suiting the feeling of the mind

- (f) *When both genders are implied*, it is allowable to use the plural

- 17 An objective case may be used with neuter verbs or with adjectives as an adverb of *time, space, value, measure, age*. Give an example of each

He lived three *months* in Calcutta (*time*)

He rode many *miles* (*space*)

The book cost three *rupees* (*value*)

The wall is fifteen *feet* high (*measure*)

The boy is two *years* old (*age*)

- 18 Explain the construction of the italicised words in the following —

- (a) A house *to let* (b) Is *it you* that *has* written this letter?

- (c) A man *needs* prudence. (d) He *need* not go further.  
How does *worth* differ in construction from *worthy* ?

- (a) A house *for letting*. The gerundial infinitive is used after nouns.  
(b) Is *it* (=the person) that *has* written this letter *you* ? *It*, the Pronoun *it*, when the nominative to a verb, may be applied to each of the three persons in both number. *You*, the verb *to be* has the same case after it as before it. *Has*, the antecedent of a relative determines the number of the verb.  
(c) *Need*, when used as a principal verb has for its third person singular *needs*.  
(d) *Need*, when used as an auxiliary verb, has for its third person singular *need* instead of *needs*.

*Worth* differs from *worthy* in being used without the preposition 'of' after it which *worthy* would require ; as, 'This book is *worth* two rupees,' 'He is *worthy* of praise' *Worth* and *worthy* are both adjectives, but an adjective *worth* is never used before a noun. We can say 'a *worthy* teacher,' but we can never say '*worth* book' *Worthy* does not take a participial noun after it which *worth* would do ; as, 'It is *worth* reading' (=it is *worthy* of reading.)

- 19 What are the main rules as to 'Order of words' in an English sentence ?

- 1 The subject precedes the verb.
- 2 The transitive verb precedes its object.
- 3 The adjective precedes the noun
- 4 The adverb is placed immediately before or immediately after the word which it qualifies

In what instances is—(i) the nominative put after the verb, (ii) the transitive verb put after its object, (iii) the adjective put after the noun?

(1) The nominative is put after the verb in the following instances —

(1) When the sentence is interrogative, as,  
'Do *riches* make men happy?'

(2) When the sentence is imperative, as,  
'Go *thou*'

(3) In conditional clauses without 'if', as,  
'Were *it* true' (=if it were true.)

(4) When the sentence begins with *there*, *here* &c, as, 'There was a *boy* named *Nobin*,' 'Here are a few *men*'

(5) When *neither* or *nor*, signifying *and not*, comes before the verb, as, 'Nor was *he* mistaken'

(6) For the sake of emphasis, as, 'Great is our *Lord*, or great is his *name*'

(7) In such parenthetical clauses as, *said he*, *replied they* &c

(ii) The transitive verb is put after its object in the following instances,—

- (1) When the object is a relative or an interrogative pronoun , as, 'He is a man *whom* I greatly esteem ;' '*whom* do you seek ?'
- (2) For the sake of emphasis ; as, '*Silver* and *gold* have I none '
- (iii) The adjective is put after the noun in the following instances —
  - (1) When it is used as a title , as, Alexander the *Great*
  - (2) When other words depend upon it, as, 'A man *generous* to his enemies '
  - (3) When several adjectives qualify one noun , as, 'A man, *wise, just* and *charitable* '
  - (4) When it expresses size as, 'A box ten feet *long* '
  - (5) When it expresses the effect of an active verb , as, 'Vice renders men *miserable* '
  - (6) When it is used predicatively , as, 'It is *strange*.'
  - (7) In poetry , as, 'The garden *fair*.'
  - (8) In a few expressions such as, 'Heir *Apparent*,' 'Poet *Laureate*,' 'Governor-*General*,' 'time *immemorial*,' 'knight *errant*.'

21 State the position of the article State what words have no article prefixed When have proper names an article before them ?

The article is generally placed before the adjective, as, 'A good boy.' When the words *as*, *so*, *too*, *how*, are connected with adjectives, and the word *such* precede a noun, the article is placed between them and the noun, as, "*Such a man*," &c The word *all* precedes the article; as, '*All the men*.'

Proper names, the names of *virtues*, *vices*, *passions*, *qualities*, *arts*, *sciences*, *metals*, *herbs*, &c, have no article prefixed, as, '*John is a good boy*,' '*Tear is a passion*,' &c

Proper names have an article before them.

- (1) When a particular *family* is alluded to, as, "*A Johnson*," or one of that family
- (2) When particular distinction is implied, as, "*A Cicero*," meaning an eloquent man
- (3) When a common name is understood; as, "*The (river) Thames*"
- (4) When a person is spoken of as either little known, or not much thought of, as, "*A Mr Thompson spoke*"

22 State the position of adverbs

Adverbs are generally placed—1 *before* adjectives or adverbs, 2 *after* verbs that are single, and 3 *between* the auxiliary and the verb, as, "*A truly diligent man*," "*He behaves well and is much esteemed*"

23 When is an adjective said to be used *predicatively*, and when *attributively*? Give illustrative sentences What

is there peculiar in the adjectives *ashamed*, *asleep*, *afraid*, *alive* ?

An adjective is said to be used *predicatively* when it is used after the verb (especially the verbs, *be*, *become*, *seem* &c.); and *attributively* when put close to the noun (before or after it), thus—

He struck the man *dead* (predicative)

He struck the *dead* man (attributive.)

The adjectives *ashamed*, *asleep*, *afraid*, *alive* are used only *predicatively*, as, 'He is *ashamed*,' 'I am *afraid*.' 'You fell *asleep*,' 'He is *alive*'

24 State the position of *only* What part of speech is *only* in each of the following sentences? When you think the word misplaced, make the necessary change and state the reason —

(a) "The natives of the other islands *only* knew how to divide time by day and night, by the sun and moon, whereas these had acquired some knowledge of the stars"

(b) "His loyalty was inferior *only* to his religion"

(c) "He slew his *only* son for conspiring against him"

(d) "They dared *only* venture forth at night"

(e) "The negroes are to appear at church *only* in boots"

(f) "Others killed partridges—he *only* killed tunc"

*Ans* 'Only' is generally placed before the word it qualifies

(a) This might mean that the natives of the other islands had knowledge of the division of time by day and night, by the sun

and moon, and no more But the meaning appears to be that the natives of the other islands had knowledge of the division of time by day and night, by the sun and moon, and of no other thing, whereas these had acquired some knowledge of the stars To give this meaning the proper arrangement of the sentence would be thus —  
 “The natives of the other islands knew *only* how to divide time by day and night, by the sun and moon, whereas these had acquired some knowledge of the stars”  
 ‘Only’ here is an adverb qualifying ‘how to divide time by day and night, by the sun and moon’

- (b) Here ‘only’ is rightly placed and is an adverb qualifying the adverbial adjunct ‘to his religion’ (= *as compared to his religion*)
- (c) ‘Only’ is an adjective qualifying ‘son’, ‘*only son*’ = ‘*single son*’
- (d) This might imply that they dared nothing else but venture forth at night But the meaning appears to be that they dared venture forth at night and at no other time To give this meaning the sentence should be arranged thus — “They dared venture forth *only* at night”

'Only' is an adverb qualifying the adverbial adjunct 'at night,'

- (e) This might imply that when the negroes go to church they are to have no clothing but boots. But the meaning appears to be that the negroes are to appear in boots at church and at no other place. To give this meaning the proper arrangement of the sentence would be thus — "The negroes are to appear in boots *only* at church."

'Only' is an adverb qualifying 'at church.'

- (f) This might mean that he did nothing else but kill time. But the meaning appears to be that others killed partridges, he killed time, i. e. nothing of more consequence than time. To give this meaning the sentence should be arranged thus — "Others killed partridges, he killed time *only*," This is a proper case for the diminutive position of the word 'only.'

2. Explain the meaning of the following sentence according as the adverb *only* is placed (1) before the verb, (2) after the verb, (3) at the beginning of the sentence, (4) at the close of the sentence —

'He *only* travelled to dispel his gloomy thoughts.'

Give the meaning of the sentence — They gave him two rupees *only*



'He *only* travelled to dispel his gloomy thoughts'  
= he travelled, but did not do any other thing  
to dispel his gloomy thoughts,

'He travelled *only* to dispel his gloomy thoughts'  
= he travelled for this one reason, namely, to  
dispel his gloomy thoughts, and not for any  
other reason.

'*Only* he travelled to dispel his gloomy thoughts'  
= he, as regards travelling to dispel his gloomy  
thoughts, is a single person, or stands alone

'He travelled to dispel his gloomy thoughts  
*only*' = he travelled to dispel his gloomy  
thoughts, and not for any more worthy reason.

'Only' when placed at the end has a diminutive  
or disparaging signification

'They gave him two rupees *only*' insinuates that  
more was expected

Point out the difference in meaning between the following  
sentences which are linked together —

'The black and white cows are sold,'

'The black and the white cows are sold'

'The black and white cows are sold' means a cow  
that is both black and white 'The black and  
the white cows are sold' means two, one of  
each kind

Give the different meanings of—

- (1) He lived for their sakes *alone* (2) He *alone* lived  
for their sakes.



- (2) Means it would have been liberal to give either, but they gave both.
- (3) Means some pice they might have been expected to give , but besides that, they gave, what was hardly to be expected, a cloth

30 Give the different meanings of—

- (1) He knows Sanskrit *at least* as well as we
- (2) He knows *at least* Sanskrit as well as we do
- (3) He *at least* knows Sanskrit as well as we do
- (4) *At least* he knows Sanskrit as well as we do
- (1) Means he knows Sanskrit as well as we know Sanskrit. Here 'at least' qualifies 'as well '
- (2) Means he knows Sanskrit, if not English or any other language, as well as we do The sentence 'Sanskrit at least he knows as well as we do' would also convey the same meaning Here 'at least' qualifies 'Sanskrit
- (3) Means he knows Sanskrit, though he cannot speak or write it, as well as we do Here 'at least' qualifies 'knows '
- (4) Means he, if not any one else, knows 'Sanskrit as well as we do Here 'at least' qualifies 'he '

31 What difference in signification or usage is there between the following expressions?—

*whole* and *the whole*

*too* and *very*

*a people*, *the people*, and *people*

*to say*, *to tell*, and *to speak*

Give illustrative sentences

*Whole* is used only with plural nouns as, 'The news spread over *whole district*' *The whole* is used with singular nouns, but not with proper nouns, as *the whole garden*; *the whole of Orissa*.

When *too* qualifies an adjective it denotes that a thing is under or over the proper standard.

*Very* does not imply any such limit 'He is *too* weak to attend office' means that he is so weak that his walking is *impossible* 'He is *very* weak' implies that his walking is a *matter of difficulty*

*A people* = a nation. 'The English are a brave *people*' *The people* = the popular classes 'The *people* of this country are very fond of games.'

*People* = persons generally 'People say, there will be a famine this year'

*Say* governs an objective of the thing only.

*Tell* governs an objective of the person in the sense of *inform* or of *order* In the latter sense it is generally followed by the infinitive mood Thus—

Who *said this*?

He *told me* to go away

*Speak* is intransitive It does not take a dependent clause after it, whereas *say* may *Speak* is used absolutely when there is no object, and even sometimes with an object Thus—

He said that he would go.

Can the child speak ?

This gentleman speaks Hindi well.

The following uses are correct —

*Tell the truth, speak the truth,*  
but not *say the truth*

*Tell a lie, but not speak or say a lie ;*

*Tell a reason, Tell a falsehood ;*

*Tell the secret, Tell one's future ;*

*Tell one's fate ; Tell a number ;*

*Say a lesson, Say one's prayer,*

*Say one's say*

The simplest rule for the use of *say, tell, speak* when they have two objects after them is this —

*We speak to a person about a thing*

*We say a thing to a person.*

*We tell a person a thing*

- 32 Where are Prepositions usually placed? When is a Preposition found at the beginning of a sentence? When is it placed last?

Prepositions are usually placed before the words they govern.

The Preposition is found at the beginning of a sentence in poetry when the natural order of words is inverted for the sake of emphasis; as,

'In adamantyne chains shall Death be bound'—  
Pope

The Preposition is placed last—

- (1) in Interrogative and Relative sentences in familiar style ; as, What could it proceed *from* ? This is the person whom I gave it *to*.
- (2) when the Relative is omitted , as, It was a thing I was used *to* (*to which* I was used )
- (3) when *that* is used for *whom*, as, The person *that* I gave it *to*.
- (4) when emphasis is intended , as, such conduct I am at a loss to account *for*

13 I explain the construction of the clauses in italics in the following —

- (a) *Notwithstanding these drawbacks*, Charles' army, within six weeks after his victory, mustered six thousand men
- (b) A person, *pending suit* with the diocesan, shall be defended in the possession
- (c) *During this anxious night*, Charles slept only two hours
- (a) *Notwithstanding these drawbacks*, i.e. these drawbacks not withstanding or preventing it.
- (b) *Pending suit*, i.e. the suit pending or hanging over him
- (c) *During this anxious night*, i.e. this anxious night during or lasting.

*N.B* — *Notwithstanding*, *pending*, *during* are apparent prepositions, but really participles qualifying the following noun in the absolute case.

34 Correct the following, giving your reason —

- (a) The Magistrate has passed *order* on the petition
- (b) His *circumstance* is very bad
- (c) Where do you intend to prosecute your *study*?
- (d) His family *expense* amounts to thirty rupees a month
- (e) Will you buy me some *vegetable*?
- (f) I have suffered much at his *hand*

(a) *Orders* (b) *Circumstances* are (c) *Studies*  
(d) *Expenses* amount (e) *Vegetables* (f) *Hands*

The nouns *order*, *circumstance*, *study*, *expense*, *vegetable*, *hand* are always used in the plural when used in the sense in which they have been employed in the above

*N B* *Circumstance* = occurrence.

*Circumstances* = condition

35 Correct or justify the words italicised in the following, giving your reason in every case —

- (a) All his *furnitures* will be sold to morrow.
- (b) He gave me a deal of *troubles*
- (c) Natives of India generally have black *hairs*
- (d) The *hairs* of your head are all numbered
- (e) I will act up to your *advices*
- (f) I cannot tell you the exact price of the book until I receive *advices* from Messrs Thacker Spink and Co

- (g) This girl does *needle-works* well
- (h) He is reading the *works* of Shakespeare
- (i) He threw upon me a volume of *abuses*
- (j) *Abuses* have slowly crept into the Court
- (k) He abstained from animal *foods*
- (l) *Foods* were spread on the table
- (m) He left no *issues* behind
- (a) 'Furnitures' should be 'furniture' The word 'furniture' has no plural form
- (b) 'Troubles' should be 'trouble' The word 'trouble,' in the sense of 'pains,' is always singular
- (c) 'Hairs' should be 'hair' The word 'hair' in its ordinary sense has no plural form
- (d) The plural form is here correct, as it calls the attention to the *number* of hairs.
- (e) 'Advices' should be 'advice' The word 'advice,' in the sense of 'instruction,' has no plural form.
- (f) 'Advices' is rightly used, especially in mercantile language, in the sense of 'information,' 'notice'
- (g) 'Needle-works' should be 'needle-work.' The words 'needle-work,' 'wool-work' are always used in the singular, as they signify the general abstract notion
- (h) 'Works' is here rightly used as it conveys concrete and particular notion, namely, 'the productions of the author'



- (i) The word 'abuse' denoting terms of abuse, has no plural form. 'Abuses' should therefore be 'abuse.'
- (j) The plural form 'abuses' is used in the sense of *evil* or *corrupt practices*.
- (k) 'Foods' should be 'food' The word 'food' denoting the thing in general can have no plural form.
- (l) 'Foods' is rightly used when different 'varieties of food' are meant
- (m) 'Issues' should be 'issue' The words 'issue,' 'offspring', in the sense of 'progeney,' are always in the singular form.

✓ 86 Correct or justify the following, giving your reason in every case —

- (a) The boy he is good
- (b) This woman has not seen his brother
- (c) Every three years, once there was an earthquake
- (d) The peon is waiting, shall I call?
- (e) Yours affectionate pupil
- (f) They sorrounded the city on every sides
- (g) Is this the pencil the teacher gave you?
- (h) I feel myself ill to-day
- (i) I will avail of this opportunity
- (j) He engaged himself in business
- (k) I will go to yours if you come to mine
- (l) Bring me such which are ripe
- (m) The committee met some day and passed these resolutions
- (n) If some of you come to my house, he shall be welcome

- (o) I got to the place, though with somewhat difficulty.
- (p) There is a knife on the table ; may I take the same?
- (q) Your good report will delight us
- (r) The pronominal adjectives *this*, *that* and others, admit of no degrees of comparison

(a) Should be 'the boy is good.' It is improper to use both a noun and its pronoun as a nominative to the same verb.

(b) Should be 'This woman has not seen *her* brother.' The possessive pronouns should be of the same gender and number as the nouns they stand for

(c) Is correct. 'Sometimes a plural noun having a collective force stands after *every*'

(d) Should be 'The peon is waiting, shall I call *him*?' Every transitive verb should have an object expressed

(e) The pronoun 'yours' is used without nouns. Hence 'Yours affectionate pupil' should be 'Your affectionate pupil' or 'Your affectionately.'

N.B — 'Your's' should not be written for 'yours'

(f) The distributive pronouns *each*, *every*, *either*, *neither* are followed by nouns, pronouns, and verbs in the singular number.

(g) Is correct. When the relative pronoun in a clause which serves only to define the antecedent, would, if expressed, be the object of a transitive verb, the pronoun may be omitted.

- (k) 'I feel *myself*' ill to-day' may be used when emphasis is intended. On ordinary occasions, however, 'I feel ill to-day' would be a correct expression.
- (l) Some verbs, such as *avail*, *absent* &c, are always followed by a reflexive pronoun. Hence such expressions as 'I will avail of this opportunity' should be 'I will avail *myself* of this opportunity.'
- (j) Reflexive pronouns are generally omitted after intransitive verbs; as 'He keeps (*himself*) away from school', 'The earth moves (*itself*) round the sun' In some cases either form is admissible, as, 'He engaged *himself* in business,' 'He engaged in business,' 'He prepared *himself* for the examination,' 'He prepared for the examination.'
- (k) Should be 'I will go to *your* house if you come to *mine*' The forms *yours*, *mine*, &c are correctly used when the name of the person or thing possessed is mentioned in former part of the sentence
- (l) Should be 'Bring me such *as* are ripe' *Such* requires *as* after it.
- (m) Should be 'The committee met *one day* (or, *on a certain day*) and passed these resolutions' *Some day* is generally used of some uncertain point of future time; as, 'He will tell me *some day* though he does not tell me now

*N B* — 'Some day last week' = 'On one of the days of last week.'

(*n*) Should be 'If *any* of you come to my house, he shall be welcome,' because without a noun *some* is plural

(*o*) Should be 'I got to the place though with some difficulty.' *Somewhat* is (1) a noun as, *somewhat* of a fool or (2) an *adverb*, as *somewhat* tired It is never used as an *adjective*.

(*p*) Should be 'There is a knife on the table : may I take it?' because *the same* is limited to legal phrasiology

(*q*) Should be 'A good report of you will delight us,' as *your good report* &c., should be used, in modern English, only in the sense of *good report*, &c., *made by you*

(*r*) Should be 'The pronominal adjectives, *this*, *that* &c., admit of no degrees of comparison, because *and others* can be used only in the sense of *and other persons*

37 Correct the following, giving your reason for each correction —

(*a*) This house is good than that

(*b*) He is a good player than his companions

(*c*) This is a longer read of that

(*d*) This is the older than the two,

(*e*) Hari is superior than Jadu

- (f) This is more better than that
- (g) Whose fame is more universal than Alexander's ?
- (h) Iron is the useful metal than all
- (i) Jacob loved Joseph more than all his children
- (j) An earliest reply will oblige
- (k) I have no any desire to do it

(a) Should be 'This house is better than that' The comparative is used when the objects compared are two

(b) Should be 'He is a *better* player than his companions' When different classes, or different individuals of the same class, are compared, the comparative is used

(c) Should be 'This is a longer road *than* that' The comparative requires *than* after it when opposition is implied

(d) Should be 'This is the older *of* the two,' The comparative requires *of* when selection is signified

(e) 'Hari is superior *to* Jadu' would be the correct form, *superior*, *inferior*, and *prior* taking *to* instead of *than*

(f) Should be 'This is better than that' Double comparatives and superlatives are improper

(g) Should be 'whose fame is universal like Alexander's?' because the adjectives *chief*, *extreme*, *perfect*, *universal*, &c, do not admit of comparison

- (h) Should be 'Iron is the *most* useful metal'  
The superlative is used when the objects compared are more than two
- (2) Should be either 'Jacob loved Joseph more than all his *other* children,' or 'Jacob loved Joseph *the most* of all his children.' When an individual of a *class* is compared with all the others of that class, either the superlative or the comparative with *other* may be used.
- (1) Should be 'A *very* early reply will oblige'  
The comparative or superlative form should not be inserted when it is not required.
- (1) Should be 'I have no desire to do it' The adjective *any* should not be inserted when it is not required

✓ Correct the following and give your reason for every correction you make —

- (a) His father is attorney
- (b) The man is mortal
- (c) The water is necessary to man
- (d) The envy is cruel
- (e) I have studied the Grammar
- (f) Ganges is a sacred river
- (g) He went to the Ceylon
- (h) The Mont Blanc is one of Alps
- (i) The Socrates was wisest of Greek
- (j) Give him hundred rupees
- (k) Are you studying the Sanskrit?

- (l) He stayed few days
- (m) I have a pain in my head
- (n) A handsome and an accomplished woman was she.
- (o) A small and large bear were shot
- (p) The general and the historian has arrived
- (q) The captain lost a leg and arm
- (r) I consider him a greater rogue than a fool
- (s) A duke, earl and marquis were present
- (t) He has good deal of work to do
- (u) He is a good boy, but sometimes needs little correction
- (v) Bengali is spoken in whole Bengal
- (w) The famine prevailed over whole district
- (x) The 3rd and 5th chapter
- (y) He is man whom I saw yesterday
- (z) The book is not worth rupee

- (a) Should be 'His father is *an* attorney' Every Common Noun denoting one object requires an Article.
- (b) Should be 'Man is mortal' Common Nouns in the singular, used in a general sense, do not require an Article
- (c) Should be 'Water is necessary to man' Articles should not be used before the names of Materials
- (d) Should be 'Envy is cruel' Articles should not be used before Abstract Nouns used in a general sense.

- (e) Should be 'I have studied Grammar.' Articles should be omitted before the names of arts and sciences
- (f) Should be '*The* Ganges is a sacred river' The definite article should be used before the names of rivers
- (g) Should be 'He went to Ceylon.' Articles should be omitted before the names of single islands
- (h) Should be 'Mont Blanc is one of *the* Alps,' because, *Mont Blanc* is the name of a single mountain, and does not therefore require *the* before it, whereas *Alps* is the name of mountain ranges, *the* should therefore be placed before it
- (i) Should be 'Socrates was *the* wisest of *the* Greeks,' because, *Socrates* is a Proper Noun and does not therefore require an article before it, whereas *wisest* is an adjective of the superlative degree, and *Greeks* is a noun denoting *nation*, therefore *the* should be placed before each
- (j) Should be 'Give him a hundred rupees' The Indefinite Article is placed before several numerals, although the following noun be in the plural



- (1) Should be 'Are you studying Sanskrit?'  
The Definite Article is omitted before a Proper Adjective when "language" is understood
- (l) Should be 'He stayed a few days' The Indefinite Article is used before *few* when the meaning is *some*.
- (m) Should be 'I have a pain in *the* head' *The* often takes the place of the possessive pronoun.
- (n) Should be 'A handsome and accomplished woman was she' When several adjectives descriptive of the *same* person or thing are connected together, the Article is prefixed to the first only
- (o) Should be 'A small and a large bear were shot' When the adjectives refer to *different* persons or things the Article is used before each
- (p) Should be 'The general and historian has arrived' When two or more Nouns refer to the same person or thing, the Article is used with the first only
- (q) Should be 'The captain lost a leg and an arm' When two or more Nouns refer to different persons or things, the Article is placed before each

- (r) Should be 'I consider him a greater rogue than fool.' When two or more Nouns referring to the same person or thing follow a comparative, the Article is used before the first only
- (s) Should be 'A duke, an earl and a marquis were present' When in a series of Nouns some would require *a*, and others *an*, the article must be repeated before each.
- (t) Should be 'He has a good deal of work to do.' The Indefinite Article is used with *good deal*, *great deal*
- (u) Should be 'He is a good boy, but sometimes needs a little correction' The Indefinite Article is used with *little* when the meaning is some
- (v) Should be 'Bengali is spoken in the whole of Bengal' *The whole of* is used with proper Nouns
- (w) Should be 'Famine prevailed over the whole district' *The whole* is used with the singular of common nouns
- (x) Should be either 'The 3rd and the 5th chapter,' or 'The 3rd and 5th chapters' When the Adjectives cannot be regarded as describing one and the same thing, the article should be repeated if the noun is in

the singular, or it must precede the first adjective only if the noun is in the plural

(y) Should be 'He is *the* man whom I saw yesterday' *The* is used before a Noun defined by a Relative clause

(z) Should be 'The book is not worth *a* rupee' Every common noun denoting one object requires an article before it

39 Correct or justify the following giving your reason in each case —

(a) Where these people come from ?

(b) Your brother is coming by the train ?

(c) Where he has left my shawl

(d) You are a student of this school ?

(e) Who called me ?

(f) Do you know when will the school close ?

(g) They complain, is it not ?

(a) Should be 'Where do these people come from?' When the question is asked by an interrogative adverb, or an interrogative pronoun not in the nominative case an auxiliary verb should be introduced, and the subject-nominative should be placed between the auxiliary verb and the principal one The auxiliary is usually the verb *do*

(b) Should be 'Is your brother coming by the train?' When the question is asked by an auxiliary verb, without any interrogative pronoun or adverb, the subject-nominative

(b) Should be 'Is your brother coming by the train?' When the question is asked by an auxiliary verb, without any interrogative pronoun or adverb, the subject-nominative

stands between the auxiliary verb and the principal verb

- (c) Should be 'Where has he left my shawl?'  
When the perfect (present or past) tense is used in asking a question no new auxiliary is introduced, but the subject-nominative stands between the ordinary auxiliary and the verb
- (d) Should be 'Are you a student of this school?'  
In interrogation the nominative follows the verb.
- (e) Is correct When questions are asked by interrogative pronouns in the nominative case the order of words in an interrogative sentence is the same as in an affirmative sentence
- (f) Should be 'Do you know when the school will close?' In a dependent interrogative clause the order of words remains the same as in an affirmative clause
- (g) Should be 'They complain, do they not?'  
In the sentence before us 'is it not?' is a wrong expression. Other instances of the similar wrong use of 'is it not?' are—

He will come, *is it not?*

He is coming, *is it not?*

He has come. *is it not?*

He came, *is it not ?*

He was coming, *is it not ?*

He had come, *is it not ?*

These should be written thus —

He will come, *will he not ?*

He is coming, *is he not ?*

He has come, *has he not ?*

He came, *did he not ?*

He was coming, *was he not ?*

He had come, *had he not ?*

40 Correct the following sentences by applying the simplest rule for the use of *shall* and *will* —

(a) *Will* I come to-morrow ?

(b) I hope I *will* be better soon

(c) *Shall* you lend me your horse ?

(d) I think it *shall* rain to-day

(e) Until I *will* die, I *shall* never desert you

(f) I *will* be obliged to dismiss him

(a) Here the speaker is the nominative but as he does not determine the accomplishment of the verb, the proper auxiliary should be *shall*.

*NB* — In interrogative sentences 'Will I?' 'Will we?' are inadmissible

(b) Here the speaker is the nominative but as he does not determine the accomplishment of the verb, the proper auxiliary is *shall*

(c) Here the speaker is neither the nominative of the verb, nor determines its accomplishment, the proper auxiliary is therefore *will*.

- (d) Here the speaker is not the nominative to "shall rain" and cannot cause the rain to fall, therefore *shall* should be *will*
- (e) "Until I *will* die," here the speaker is the nominative, but as he does not determine the accomplishment of the verb, the proper auxiliary should be *shall* 'I *shall* never desert you,' here the speaker is the nominative and he determines the accomplishment of the verb, the proper auxiliary is therefore *will* "
- (f) Here the speaker is the nominative, but as he does not determine the accomplishment of the verb, the proper auxiliary is *shall*

41 Correct the following —

- (a) Will you see me to-morrow ? I *shall*  
 (b) Shall you see me to-morrow ? I *will*  
 (c) Shall he see me to-morrow ? He *will*  
 (d) Will he see me to-morrow ? He *shall*  
 (e) Shall I see you to-morrow ? You *will*  
 (f) Will I see you to-morrow ? You *shall*
- (a) Should be 'Will you see me to-morrow ?  
 I *will*'  
 (b) " " 'Shall you see me to-morrow ?  
 I *shall*'  
 (c) " " 'Shall he see me to-morrow ?  
 He *shall*'  
 (d) " " 'Will he see me to-morrow ?  
 He *will*'

(e) Should be '*Shall I see you to-morrow? You shall*'

(f) Is nonsense, as '*Will I?*' is inadmissible in interrogative sentences. The correct form would be '*Shall I see you to-morrow? You shall*'

42 Correct or justify the following, giving your reason in each case —

(a) He promised that he will come now

(b) He told you that honesty is the best policy

(c) It was you, why is he afraid?

(d) You ordered him as if you are his master

(a) Should be 'He promised that he *would* come now, because the past tense is followed by the past.'

(b) Is correct, because propositions that are always true are commonly expressed in the present tense

(c) Should be 'It was you, why *was* he afraid? because the past tense is always followed by the past

(d) Should be 'You ordered him as if you *had been* his master,' because in the subjunctive mood, when negation is implied, the present perfect is used to denote present

43 Correct the following '—

(a) I have bathed yesterday

(b) He is ill for one week

(c) One month there is no cholera case

(d) He was failed last examination

- (e) He said me to go with him  
 (f) I did not write it yet  
 (g) I hope you to return safely  
 (h) I fear I will not be able to see you  
 (i) How to do this ?  
 (j) It is after a long time that you have written to me  
 (k) He did not give the examination  
 (l) If I had known you needed money it would be a pleasure to me to give it you  
 m) Such students will be allowed to compete who shall have passed the test examination
- (a) Should be I bathed yesterday, because expressions denoting time *past* and *gone* are joined with the past tense  
 (b) Should be 'He has been ill for a week'  
 (c) Should be 'For a month there has been no cholera case.'  
 (d) Should be 'He failed in the last examination'  
 (e) Should be 'He told me to go with him'  
 (f) Should be 'I have not written it yet'  
 (g) Should be 'I hope you will return safely'  
 (h) Should be 'I fear I shall not be able to see you'  
 (i) Should be 'How am I to do this?'  
 (j) Should be either 'It is a long time since you wrote to me,' or 'you have not written to me for a long time'  
 (k) Should be 'He did not appear in the examination' or 'He did not submit to the examination'



- (l) Should be 'If I had known you needed money it would have been a pleasure to me to give it to you'
- (m) Should be 'Such students as pass or as have passed the test Examination, will be allowed to compete'

14 Distinguish between—

- (1) *Hope* and *expect*, (2) *keep* and *place* or *put*, (3) *stop*, *stay* and *live* or *reside*, (4) *see* and *look at*, (5) *hear* and *listen to*, (6) *fetch* and *bring*, (7) *desire*, *intend* and *wish*

- (1) We *hope* for anything good We *expect* what may be good or bad or indifferent, Thus, it is wrong to say—

'He *hopes* for failure'

This should be 'He *expects* failure'

- (2) *To keep* is to deposit for a lengthened period, and for some purpose *To place* or *to put* has not the idea of *lengthened period* and *purpose* Thus, it is incorrect to say—

'Where is your pencil? I have *kept* it on the table' This should be *placed* or *put*

- (3) *To stop* is used to express *ceasing from any course of action* *To stay* may be used to denote a *short or long residence in a place*, but not *habitual abode* which *live* or *reside* denotes Thus it is wrong to say 'where do you *stop*?' for 'where do you *live*?'

- (4) *See* and *look at* are both words for using the power of vision, the latter however has always the idea of *special effort* or *attention* which the former has not. Thus,

'He could not *see* me'

because I was hidden or he was blind ;

'He could not *look at* me'

so distasteful was my appearance to him.

- (5) *Hear* is a general term for using the power of hearing without attention, *listen to* has always the idea of *attention* and corresponds to *look at*. Thus,

'He could not *hear* me'

because he was deaf or I spoke indistinctly.

'He could not *listen to* me'

for want of time, or because he was careless

- (6) *To fetch* is to go and come back with. *To bring* is to come with, without the idea of going. Thus, it is wrong to say,

'Let me go *fetch* the book'

This should be 'Let me *fetch* the book.'

- (7) *To desire* is to feel a wish for. *To intend* implies a fixed determination and is therefore unsuitable in connection with a request to a superior. Thus, it is incorrect to say,

'Kindly grant me leave, as I *intend* to go home early'

This should be *want* or *wish*.

12 correct the following —

- (a) He has not *take* his dinner yet
  - (b) Have you *take* admission in the school?
  - (c) Did you *take* leave of the Head Master?
  - (d) A *Dup* is a man who *prepares* coats
  - (e) He *maintains* his *independence* by honest work
  - (f) He *enlightened* his house when the Governor General visited the city
  - (g) In autumn the trees *cast* their leaves
  - (h) The birds now *shed* their feathers and *abandon* their nests
  - (i) I *took* this at Thacker Spink & Co's
  - (j) I *saw* the school door open when I came
  - (k) *Tell* my compliments to your brother
  - (l) He *told* that the boy had come
  - (m) Did you *say* him a fool?
  - (n) I *denied* him to sit in the examination
  - (o) Never *make* an injury to any one
  - (p) He *made* me a long description about Benares
  - (q) He *keeps* too much kindness upon me
  - (r) He *gave* a few remarks on the lecture
  - (s) Mahomedans *use* to bury their dead
  - (t) When taxes are lowered, the people *find* much of a burden
  - (u) He *dropped* the milk and you *spilled* the rupees
  - (v) My coat has been *blotted*
  - (w) He *confessed* 10 Rs for my support
  - (x) He *caught* my hand
  - (y) He *took* his birth in 1865
  - (z) The ship *was* *drowned* and the crew *were* *killed*
- (a) He has not *eaten* or *had* his dinner yet, or.  
He has not *dined* yet

- (b) Have you been admitted into the school ?
- (c) Did you ask for leave from the Head Master ?
- (d) A Duiji is a man who makes coats.
- (e) He obtains his livelihood by honest work, or  
He maintains himself by honest work.
- (f) He illuminated his house when the Governor-General visited this city
- (g) In autumn the trees shed their leaves.
- (h) The birds now cast their feathers and forsake their nests.
- (i) I bought this at Thacker Spink & Co's
- (j) I found the school door open when I came
- (k) Give my compliments to your brother.
- (l) He said that the boy had come.
- (m) Did you call him a fool ?
- (n) I refused to let him sit in the examination
- (o) Never do an injury to any one.
- (p) He gave me a long description about Benares.
- (q) He shows me very great kindness, or  
He is very kind to me.
- (r) He made a few remarks on the lecture
- (s) Mahomedans are accustomed to bury their dead.
- (t) When taxes are lowered, the people are freed from a burden
- (u) He spilt the milk, and you dropped, or let fall the rupees
- (v) My coat has been stained

(w) He *granted* 10 Rs for my support.

(x) He *took hold of* my hand.

(y) He *was born* in 1865

(z) The ship *sank*, and the crew *died*

*NB* —The verb *use*, in the sense of *to be accustomed*, is not employed in the present tense in modern English We may say 'Mahomedans *used once to do so*,' but not 'Mahomedans *use to do so now*'

*To be drowned* is not applied to inanimate things We may say 'The boat man *was drowned*,' but not 'The boat *was drowned*'

*Died* generally refers to natural death, unless some special and immediate cause of death is expressed as, 'The man *died of starvation*,' 'The ship *sank*, and the crew *died*' It is wrong to say, 'Of the 100 soldiers 50 were wounded and the rest *died*.'

This should be

'Of the 100 soldiers 50 were wounded and the rest *were killed*'

We *deny* a name and *refuse* a request Thus it is wrong to say,

'He *denied* to do it,'

'He *refused* to have done it'

These should be

'He *refused* to do it,'

'He *denied* to have done it.'

Correct the following, and give your reason for every correction you make —

- (a) Caste has been *much* injurious to India
  - (b) The sun is *very* larger than any other planet
  - (c) I saw *very much* rupees lying on the table
  - (d) He had *many* money with him
  - (e) Put a *few* fuel on the fire, please
  - (f) Kindly give me a *little* flowers
  - (g) Guzerat is *by far* larger than Kutch
  - (h) The elephant is *far* the largest of quadrupeds
  - (i) This day is *too* hot
  - (j) My shoes are *very* small for my feet
  - (k) Jupiter is *the much* largest of the planets
  - (l) This box is *too much* large
- 
- (a) *Much* should be *very*, because *very* is used with an Adjective, or an Adverb, in the positive degree
  - (b) *Very* should be *much* or *far*, because *much*, or *far*, is used with Adjectives in the comparative degree
  - (c) *Much* should be *many*, because *many* is applied to things that are numbered.
  - (d) *Many* should be *much*, because *much* is applied to things weighed or measured
  - (e) *Few* should be *little*, because *little* like *much* is applied to things weighed or measured
  - (f) *Little* should be *few*, because *few* like *many* is applied to things that are numbered.
  - (g) *By far* should be *far*, because *far* is used with Adjectives in the comparative degree.

- (h) *Far* should be *by far*, because *by far* is used with Adjectives in the superlative degree
- (i) *Too* should be *very*, because we know of no *limit* (set to the heat of any day) which is implied by *too*
- (j) *Very* should be *too*, because there is implied in this a defect over the fit standard. In the use of *very* no such idea of fit standard is implied
- (k) *The much* should be *much the*, because the article follows *much* and precedes *very*
- (l) *Too much* should be *much too*, because we use *much too*, *far too* when we wish to express great excess beyond what is required.

Correct the following —

- (a) It is three days since I am here
- (b) Hari is sick since four days
- (c) Amvica Babu went to England since five years
- (a) I have been here for three days
- (b) Hari has been ill four days
- (c) Amvica Babu went to England five years ago.

Correct the following —

- (a) I *did not meet* him *from* a long time
- (b) He *is ill by* fever *since* a week
- (c) I am tired *with* him
- (d) Come *after* a month
- (e) He was angry *upon* her
- (f) I cannot *give answer for* you
- (g) He fell *down* the tree

- (a) Why do you prohibit me *to speak* ?  
 (c) He interrupted me *from* play  
 (j) Be careful to guard *from* danger  
 (l) I am persuaded *with* the truth of your statement  
 (i) The teacher warned his class *from* listening  
       obscene songs  
 (m) He complied readily *to* my request  
 (n) He murmurs *for* the line imposed upon him  
 (o) Shall I wash my hands *by* water ?  
 (p) It is twelve *in* my watch  
 (q) He was deprived *from* his liberty  
 (r) The man drank water *by* my cup  
 (s) The climate of this place does not agree *to* me  
 (t) The climate of this place is not at all agreeable  
       *with* me  
 (u) He is offended *against* me  
 (v) I went to the place *in* accordance to your direction.  
 (w) The man is blind *in* one eye  
 (x) Every man has sinned *to* God  
 (y) He will be lame *till* he *lives*  
 (z) He replied me 'No'  
 (a) I have not met him *for* a long time  
 (b) He has been ill of fever *for* a week  
 (c) I am tired of him  
 (d) Come *in* a month  
 (e) He was angry *with* her  
 (f) I cannot answer you  
 (g) He tell *from* the tree  
 (h) Why do you prohibit me *from* speaking ?  
 (i) He interrupted me *in* play  
 (j) Be careful to guard *against* danger.



- (k) I am persuaded of the truth of your statement  
 (l) The teacher warned his class *against* listening to obscene songs  
 (m) He complied readily *with* my request  
 (n) He murmurs *on account of* the fine imposed on him  
 (o) Shall I wash my hands *with* water?  
 (p) It is twelve *by* my watch?  
 (q) He was deprived of his liberty  
 (r) The man drank water *with* my cup  
 (s) The climate of this place does not agree *with* me  
 (t) The climate of this place is not at all agreeable *to* me  
 (u) He is offended *with* me  
 (v) I went to the place in accordance *with* your direction  
 (w) The man is blind of one eye.  
 (x) Every man has sinned *against* God  
 (y) He will be lame *till he dies*  
     or He will be lame *as long as he lives*  
     or He will be lame *while he lives*  
     or He will be lame *for life*  
 (z) He replied *to* me "No"

Correct the following —

- (a) You know to bind a book, is it?  
 (b) How your house put on fire?  
 (c) There is no remedy of this  
 (d) No sooner the sun rises than the dew is all dried up.

(e) Why should you fear from this man ?

(f) Leave out every bad habit

(g) He has gone to Benaras before three years

(h) He could not obtain passable marks

(i) Did you not tell him to see me ? Yes, I did not

(j) He is coming by the 12-30 o'clock train

(k) He is coming by the twelve and a half o'clock train

(l) Have you paid your schooling fee ?

(a) Do you know how to bind a book ?

(b) How was your house set on fire ?

(c) There is no remedy for this

(d) No sooner is the sun risen than the dew is all dried up

(e) Why should you be afraid of this man ?

(f) Leave off every bad habit

(g) He went to Benaras three years ago

(h) He could not obtain pass marks

(i) Did you not tell him to see me ? No, I did not

(j) He is coming by the 12-30 train

(k) He is coming by the half-past twelve o'clock train

(l) Have you paid your school-fee ?

Correct any errors of arrangement in the following sentences —

(a) The king ordered the rebels to be slain, who had never been cruel before

(b) He determined unhesitatingly to go at once

(c) He did not intend to hurt the man, but only to frighten him

(d) This language is not only hard to write, but also to read

(e) A mountain was in sight, with at its foot a small but picturesque village

(a) The king, who had never been cruel before, ordered the rebels to be slain

(b) He unhesitatingly determined to go at once.

(c) He intended not to hurt the man, but only to frighten him

(d) This language is hard not only to write, but also to read

(e) A mountain with a small but picturesque village at its foot was in sight

21 Alter the arrangement of the italicised clauses in the following sentences, so as to place the nominative after the verb —

(a) *If he were in town*, he would be present

(b) *The man replied* 'Alas! I must submit to these conditions'

(c) Then, *in a moment*, *the signal flew up and the guns went bang*

(d) *He no sooner heard this* than he fled

(e) *The vanity of our life is such* that we are seldom quite contented

(f) *Here his head rests* upon the lap of earth

(a) - *Were he in town*, he would be present

(b) '*Alas!*' *replied the man*, 'I must submit to these conditions'

(c) Then *flew up the signal and went bang the guns* all in a moment.

- (d) No sooner had he heard this than he fled  
 (e) Such is the vanity of our life, that we are seldom contented  
(f) Here rests his head upon the lap of earth.

Correct the following, giving your reason for every correction you make —

- (a) He is *devoted* to lying and cheating  
 (b) He is *noted* for drunkenness  
 (c) You *willingly* violated the rule  
 (d) *Good night*, Sir, I am glad you have home  
 (e) I have *a business* to do at home  
 (f) Sir, there is no *place* here for any more
- (a) *Devoted* should be *addicted*, because a person is *devoted* to a *good* cause, and *addicted* to a *bad* habit  
 (b) *Noted* should be *notorious*, because *noted* is used in a *good* sense and *notorious* in a *bad* sense  
 (c) *Willingly* should be *wilfully*, because one *willingly* does a *good* or *right* thing, and *wilfully* does a *bad* thing.  
 (d) *Good night* should be *Good evening*, because *Good night* is a parting salutation, and can never be used at meeting *Good morning*, *Good day*, *Good afternoon*, *Good evening*, may be used at either meeting or parting  
 (e) *A business* should be *a piece of business* or *some business*, because a *business* means a

shop (Similarly it is wrong to say 'He has been seeking for an *employment* for some time past' The correct expression would be *some employment* )

- (f) *Place* should be *room*, because *place* is used only in the sense of *position* or *locality*, and never in the sense of *space* which *room* expresses

Ex 3 Correct the following, —

- (a) He ought to *turn over a new leaf*
  - (b) We ought always to *provide omends* for wrong doing
  - (c) *Wrong or right*, I am determined to go
  - (d) His friends, *washed in tears*, stood round his head
  - (e) He is *over his ears and his head* in debt
  - (f) From *last to first* he never lost *hope and heart*
  - (g) Try *head and heart*, and you will succeed
- 
- (a) He ought to *turn over a new page* (=to begin a new course of life)
  - (b) We ought always to *make amends* for our wrong doing (=to compensate)
  - (c) *Right or wrong* I am determined to go
  - (d) His friends, *bathed in tears*, stood round his head (=weeping)
  - (e) He is in debt *over head and ears* (=overwhelmed)
  - (f) From *first to last* he never lost *heart and hope*
  - (g) Try *heart and soul*, and you will succeed

54 Correct the following —

- ( a ) There is no *use of acting* thus
- ( b ) *My every hope* was frustrated-
- ( c ) No *less* than fifty persons were present
- ( d ) I *propose* to visit him
- ( e ) I gave him *a new pair of* shoes
- ( f ) I want *a* scissors
- ( g ) He was in *eminent* danger.
- ( h ) *Direct* your letters to me at 17/1 Mirzapore Tank Lane, Calcutta
- ( i ) It *lays* on the table
- ( j ) It is not worth *a* sixpence
- ( l ) You are the Head master of this school, *if I am* not mistaken

- ( a ) There is *no use acting* thus
- ( b ) *All my hopes* are frustrated.
- ( c ) No *fewer* than fifty persons were present
- ( d ) I *purpose* to visit him
- ( e ) I gave him *a pair of new* shoes
- ( f ) I want *a pair of* scissors.
- ( g ) He was in *imminent* danger
- ( h ) *Address* your letters to me at 17/1 Mirzapore Tank Lane Calcutta.
- ( i ) It *lies* on the table.
- ( j ) It is not worth *sixpence*
- ( l ) You are the Head master of this school, *if I mistake not*

## PART XV

## ANALYSIS

- 1 What is a *Sentence*? What do you understand by the term *Analysis of Sentences*?

A *Sentence* is any number of words joined together in such a manner as to form a complete proposition

The *Analysis of Sentences* explain the parts of which they are made up

- 2 Explain the terms *Subject* and *Predicate*

The *Subject* is the person or thing spoken

The *Predicate* is what is said of the Subject

- 3 Of what may the Subject consist?

The Subject may consist of—

(1) A *Noun*, as, 'The boy has come'

(2) A *Pronoun*, as, 'He is the man'

(3) An *Adjective used substantively*

*Noun understood*, as,

'The evil that men do lives after them'

'Oh, Sir! the good die first'

men)

(4) An *Infinitive Mood* or *Gerund*; as

'To forgive is divine'

'Seeming is believing'

(5) A *Participle with a Noun understood*

'The living, the living (he) shall praise'

(6) *An entire Phrase or Sentence*, as,

'To be or not to be (that) is the question'

4 How may the Subject be *enlarged*? What are Adjuncts?

The Subject may be *enlarged* by—

(1) *An Adjective*, as, 'Honest men make many friends'

(2) *A Participle*, as, 'Rolling stones gather no moss'

(3) *A Noun in Apposition*, as, 'William the Conqueror died in France'

(4) *A Possessive case*, as, 'The man's hat was lost'

(5) *A Prepositional Phrase*, as 'The paths of glory lead but to the grave'

(6) *An Infinitive Mood*, as, 'A desire to learn is praise-worthy.'

Adjuncts are qualifying words or phrases

Distinguish between a *Phrase* and a *Clause*

A *Phrase* is a combination of words expressing a single idea, but not containing a finite verb.  
as, *On the return of spring*

A *Clause* is a combination of words which contains a finite verb within itself, as, *When spring returns*

What is the *Complement*? Name the different kinds of the *Complement*

The *Complement* is any word or phrase depending upon a verb that does not of itself make complete sense



The different kinds of the Complement are—

- (1) *The Objective Case* after a transitive verb ;  
'The man has hurt *his dog*.' He gave  
(1) *me* (2) *the book*
- (2) The Infinitive Mood governed by another verb , 'He promised *to see me*'
- (3) *The Word or Phrase* after the verbs *to be* and *to become* ; as, 'He is *a poet*' 'He became *proud*.' 'His writings are *among the best*'
- (4) *The Objective Case* after a passive verb of naming ; as, 'The new scholar is called *Ram*'

*NB* —The Complement is also called the Completion of the Predicate

7 How may the Object be enlarged ?

The Object may be enlarged by—

- (1) *An Adjective*
- (2) *A Participle*
- (3) *A Noun in Apposition*
- (4) *A Possessive Case*
- (5) *A Prepositional Phrase*
- (6) *An Infinitive Mood*

8 How may the Predicate be extended ?

The Predicate may be extended by—

- (1) *An Adverb* , as, 'Go *slowly*'
- (2) *A Prepositional phrase* as, 'Act *with wisdom*.'

- (3) the prepositions or the conjunctions of  
time *before, after, since, ere until, as soon  
as, no sooner than, &c.*
- (4) by *than, as, the* (implying degree)
- (5) by *if, unless, except, though, however, &c.*,  
(implying condition)
- (6) by *because, as, since, &c.*, (implying cause  
or reason)
- (7) by *so that* (implying consequence)
- (8) by *that, in order that* (implying end or  
purpose.)

Change into Simple Sentences —

A person, addicted to play or gaming though he took but little delight in it at first, by degrees gives himself up so entirely to it that it seems the only end of his being

A person is addicted to play or gaming He took but little delight in it at first By degrees he gives himself up entirely to it It seems the only end of his being.

Change into a Complex Sentence —

A farmer stepped into a field to mend a gap in one of the fences At his return he found the cradle turned upside down He had left his only child asleep in the cradle The clothes were all torn and bloody His dog was lying near the cradle besmeared also with blood

A farmer who, leaving his only child asleep in the cradle, stepped into a field to mend a gap in

The three kinds of Subordinate Clauses are—

(1) A Noun Clause,

(2) An Adjective Clause,

(3) An Adverbial Clause

A Noun Clause or Sentence has the power of a Noun. He said that he would come.

An Adjective Sentence is one which has the power of an Adjective. He who rests has anger is wise.

An Adverbial Sentence is one which has the power of an Adverb. An honest man speaks as he thinks.

13 By what are the Noun, the Adjective, and the Adverbial Sentences respectively introduced?

The Noun Sentence is introduced by the conjunction *that* and the interrogations *what, how, where, when, how, who, &c, &c,*

Yet some maintain that to this day she is a living child.

The Adjective Sentence is introduced by the relative pronouns *who, which, that, what, &c, &c,*

The boy who is attentive to his studies, is sure to excel.

The Adverbial Sentence is introduced by—

(1) the relative adverbs of place *where,*

*whither, whence, &c*

(2) the relative adverbs of time *when, while, &c*

A *Simple Sentence* contains only one Subject and one Predicate as—

<i>Subject</i>		<i>Predicate</i>
The Lion		is the king of beasts

A *Complex Sentence* contains only one principal sentence with one or more subordinate sentences or clauses as,

<i>Principal Sentence</i>		<i>Subordinate Sentence</i>
I know		that he has been ill

A *Compound Sentence* contains two or more principal sentences, each of which may have subordinate sentences attached to it as,—

The father who is industrious, makes money, and the son who is extravagant, spends it

- |                              |                                       |
|------------------------------|---------------------------------------|
| A. The father makes money .. | Principal sentence                    |
| B. who is industrious        | Subordinate Adjective sentence to (A) |
| C. and ..                    | Connective                            |
| D. the son spends it         | Principal sentence.                   |
| E. who is extravagant        | Subordinate Adjective sentence to (D) |

12. What are *Contracted Sentences*? Name and explain the three kinds of *Subordinate Clauses or Sentences*.

*Contracted sentences* are those in which the repetition of subject or predicate is avoided by the use of a conjunction, as, I can read and (I can) write.

(3) *An Infinitive or Gerund*, as, 'He was accustomed *to go on foot*,' 'I came *to bury* 'Cæsar'

(4) *An Absolute Phrase*, as, 'The sun *having set*, I went home'

(5) *An Adverbial Sentence*

9 Name the different *kinds of Phrases*

1 Adjective Phrases

2 Noun Phrases

3 Adverbial Phrases

10 Give the various forms in which the Adverbial Phrase appears

The Adverbial Phrase appears in the following forms —

(1) *A Noun*, as, 'This weighs *10 seers*'

(2) *A Preposition and Noun*, as, 'He went *of necessity*'

(3) *A Noun qualified by some adjunct*, as, 'He rose *six feet*'

(4) *A Participle or a Participial Phrase* 'They went along *singing*, He stood *looking down on the plain below*'

(5) *An Infinitive or a Gerund*, as, 'He is a fool *to do so*, (=for the doing so), what went ye out *to see*? (=for the purpose of seeing

11 Define the terms *Simple*, *Complex*, and *Compound*, applied to sentences

one of the fences, found the cradle turned upside down, the clothes all torn and bloody, and his dog lying near the cradle, besmeared also with blood

16 Change into a Compound Sentence —

The lion crouches in thickets. There buffaloes and other animals come for food and drink. One of them is near. Then he springs upon it with a furious bound. Seizing it in his strong claws, he tears it in pieces. He devours sometimes flesh and bones together.

The lion crouches, in thickets, where buffaloes and other animals come for food and drink: and, when one of them is near, he springs upon it with a furious bound, seizing it in his strong laws, he tears it in pieces, and devours sometimes flesh and bones together.

17 Contract the following sentences —

The Laplander uses the milk of the reindeer for food.  
The Laplander uses the flesh of the reindeer for food.  
He uses its skin for clothing. He uses its skin for bedding. He uses its skin for tents.

The Laplander uses the milk and flesh of the reindeer for food, and its skin for clothing, bedding and tents.

18 Expand the following elliptical sentences —

(a) He has written more letters than you.

(b) I would as soon die as suffer that

(c) I am not such a fool as to believe that

(d) This distance lends enchantment to the view.

(e) Who steals my purse, steals trash

(f) Oh ! for a lodge in some vast wilderness

(a) He has written more letters than you *have*  
*written many letters*

(b) I would as soon die, as *I would* soon suffer  
that

(c) I am not such a fool as *I should be a fool*  
to believe that

(d) 'Tis distance *that* lends enchantment to the  
view

(e) *He* who steals my purse, steals trash

(f) Oh ! *how I wish* for a lodge in some vast  
wilderness.

#### 19 Analyse —

(a) He gave me a letter to read

(b) I strongly warned him that disaster would follow  
such adversity

(c) It is singular that you should make that mistake

(d) Who was it that told you ?

(a) I Subject, 'he'

II Predicate, 'gave'

III Object { 1 Direct, 'letter'  
2 Indirect, 'me'

IV Adjunct of Object, 'a' adj or article.

V Extension of Predicate, 'to read' *phrase*  
*of purpose (gerund)*

(b) I Subject, 'I'

II Predicate, 'warned'

III. Object, 'him.'

- IV Extension of Predicate .
- |   |   |
|---|---|
| { | 1 'Strongly,' <i>adv</i> of <i>degree</i><br>2 'That disaster would follow such adversity' <i>noun clause, used as advl expression of reference</i> |
|---|---|

(c) I Subject, 'it,' *anticipative pronoun.*

II Adjunct of

Subject, 'that you should make that mistake,' *noun clause in apposition*

III Predicate, 'is'

IV Completion of Predicate, 'singular,' *adj.*

(d) I Subject, 'it'

II Adjunct of Subject, 'that told you'

III Predicate, 'was'

IV Completion of Predicate, 'who'

20 Analyse the following sentences —

(a) Had he been blessed with more imagination, wit, and fertility of thought than he appears to have had, he would still have been subject to one great disadvantage, which would, in all probability, have ever prevented him from taking a high place among men of letters

(b) "As unto the bow the cord is,  
 So unto the man is woman,  
 Though she bends him, she obeys him,  
 Though she draws him, yet she follows,  
 Useless each without the other"—Longfellow.



# A COMPLEX SENTENCE

Ans (a)

No	Sentences detached	Kind of sentence	Connec- tive	Subject with en- largements, if any	Predicate	Comple- ment	Extensions of Predicate
1	Had he (as if he had) been blessed with more imagination, wit and fertility of thought	Adv S to No 3	(if)	he	had been blessed	.	with more im- agination wit, and fertility of thought
2	(than) he appears to have had imagination, &c)	Adv S modifying 'more' in No 1	than	he	appears to have had	(imagination &c)	
3	he would still have been subject to one great disadvantage	P S		he	would have been	subject to one great disadvantage	still
4	which would, in all probability, have prevented him from taking a high place among men of letters	Adj S to 'disadvantage' in No 3	.	which	would have prevented	him	1 in all probability 2 i.e. 3 from taking a high place among men of letters (example)

## A COMPOUND SENTENCE.

No	Sentences detached	Kind of sentence	Conjunctive	Subject with enlargements, if any	Predicate	Complement	Extensions of Predicate
1	As unto the bow the cord is	Adv S to No 2	as	the cord	- is	.	o unto the bow
2	so unto the man is woman	P S	so	woman	is	.	o unto the man
3	though she bends him	Adv S to No 4	though	she	bends	him	..
4	she obeys him	P S		she	obeys	him	...
5	though she draws him	Adv, S to No 6	though	she	draws	him	.
6	yet she follows	P S	yet	she	follows	..	..
7	useless each without the other	P S	...	each	(is)	useless	without the other

o Unto = with reference to

# *Lea* PART XVI,

## FIGURES OF SPEECH

- 1 What is a *Figure of Speech* ? Name the Figures of Speech which most frequently occur

A *Figure of Speech* is a mode of speaking, in which a word or sentence is to be understood in a sense different from its most common and literal meaning

The Figures of Speech which most frequently occur are, *Simile* or *Comparison*, *Metaphor*, *Allegory*, *Personification*, *Apostrophe*, *Metonymy*, *Hyperbole*, *Antithesis*, *Climax*, and *Synecdoche*

- 2 Distinguish between *Simile* and *Metaphor*

*Metaphor*, like *Simile*, expresses the resemblance of two objects. In *Simile* the one object is said to be *like* the other. In *Metaphor*, the one object is spoken of as if it really were the other, the name and properties of the one thing being ascribed to the other. Thus, 'The sovereign like a *pillar* supports the State' is a *simile*, whereas 'The sovereign is the *pillar* of the State' is a *Metaphor*.

3. Define *Allegory*, *Personification*, *Apostrophe*, *Hyperbole*, *Antithesis* and *Climax*, and illustrate each by an example

*Allegory* is a series of Metaphors continued through an entire narration, and represents

one subject by another without formally mentioning the subject represented. Thus, the following from the 80th Psalm is a correct Allegory, in which the Jewish nation is represented under the image of a vine. "Thou hast brought a vine out of Egypt; thou hast cast out the heathen, and planted it &c." Bunyan's *Pilgrim's Progress* is an Allegory.

*Personification* attributes life and action to inanimate objects, as, 'The *thirsty* ground,' 'The *angry* ocean.'

*Apostrophe* turns from the subject, and addresses the absent or the dead, as if they were present or alive, and were listening to us, as,

'And the king was much moved, and went up to the chamber over the gate and wept, and as he went, thus he said, O my son Absalom! my son, my son Absalom! would God I had died for thee, O Absalom, my son my son!'

*Hyperbole* increases or diminishes an object beyond its natural bounds, as, 'I will make thy seed as the dust of the earth, so that if a man can number the dust of the earth, then shall thy seed also be numbered,' 'He possessed a field of smaller extent than a Lacedæmonian letter.'

*Antithesis* or *contrast* represents two objects in opposition , as, 'A wise man endeavours to shine in himself , a fool, to outshine others '

*Climax* raises every succeeding object or circumstance above that which preceded , as,

'What a piece of work is man ! how noble in reason ! how infinite in faculties ! in form and moving how express and admirable ! in action how like an angel ! in apprehension how like a God !'

#### 4 Distinguish *Metonymy* from *Synecdoche*

*Metonymy* puts the *cause* for the *effect*, the *effect* for the *cause*, the *container* for the *thing contained*, the *sign* for the *thing signified* , as, *Shakespeare* for his *plays*, *gray hairs* for *old age* , *bottle* for *wine* , the *crown* for *royalty* *Her Majesty* for the *Queen*

*Synecdoche* puts a *part* for the *whole*, the *whole* for a *part*, a *definite* number for an *indefinite*, &c as, *waves* for the *sea* , *man* is mortal, i.e his *body* , *ten thousand* for any *great* number

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## PART XVII.

## PUNCTUATION

Define *Punctuation* What are the chief points used in writing?

*Punctuation* is the art of using points, in writing and printing, to indicate the breaks in the sense

The chief *points* or *stops* used in writing are.—

1. Period or Full stop ( . )
2. Colon ( : )
3. Semicolon ( ; )
4. Comma ( , )
5. Note of Interrogation ( ? )
6. Note of Exclamation ( ! )

2. What are the chief uses of the *Period*?

- I The Period marks the end of a sentence, unless it is interrogative or exclamatory : as,  
‘Good-will contributes to health of body.’
- II The Period is used after abbreviations as,  
A D

Where is the *Colon* used?

- I A colon is used after a member of a sentence which makes a complete and independent sense by itself especially when the succeeding member is not linked to it by a Conjunction : as—

‘Do not flatter yourselves with the hope of perfect happiness there is no such thing in the world’

II A Colon is used before a quotation, often with a dash —

‘The following is an example —’

‘He was often heard to say “I have done with the world, and am willing to leave it”’

4 What is the use of the *Semi-colon*?

I A Semi-colon is used where the sense is complete in the first clause, and the next begins with a Conjunction expressed, as,

‘Do not flatter yourselves with the hope of perfect happiness *for* there is no such thing in the world’

II A Semi-colon is used between the co-ordinate members of a sentence combining a number of statements —

‘Honour all men, love the brotherhood -  
fear God, honour the king’

5 Give the rules for the use of the *Comma*

A Comma is used—

(1) Before and after all phrases and sentences *enlarging* the subject or other Noun as—

‘Paul, *the apostle of the Gentiles*, was eminent for his zeal and knowledge.’

‘I met a man, *who told me all that happened*

'Dunkirk, won by Oliver from Spain' was sold to Lewis the Fourteenth, King of France.

- (2) When two or more Adverbs or Adverbial phrases come together to mark off one from the other, as—

'Then at length, tardy justice was done to the memory of Oliver'

- (3) Before and after any single Adverbial Phrase when let into the body of a sentence and brought before the verb to which it refers, as—

'But, though she had rivals on the sea, she had not yet a superior'

- (4) When two or more words follow one another in the 'same construction,' commas are placed between them, as—

'Alfred was a brave, pious, and patriotic prince'

'And after three days, Jesus taketh Peter, James and John his brother'

'To love, honour, and succour my father and mother.'

- (5) After various Impersonal Phrases followed by a Noun Sentence which is the real subject, as—

'It is true, that he comes to me now and then'

'He thinks, he comes to me.'



- (v) To mark the end of a lengthened Noun Sentence or Infinitive-Phrase forming the Subject to a verb as—

‘That then should have been so formed’  
is not surprising’

When is the Note of Interrogation used ?

The *Note of Interrogation* is used after all questions, as—

“ where are they ? and where art thou  
My country ? ” — Byron

What are the uses of the *Note of Exclamation* ?

The *Note of Exclamation* is used—

- (1) After Interjections as—

“Hark ! ’tis the twanging horn o’  
yonder bridge — Cowper

- (2) After expressions of emotion as—

‘O Pence ! how desirable thou art !’

Give rules for the use of capital letters

Capital letters are used in the following situations —

- I The first word of every sentence
- II The first word of every line of poetry
- III The first word of a quotation in direct form
- IV The names of the Supreme Being, pronouns that refer to him

- V Proper names, and adjectives  
from proper names
- VI The names of the days of the week, and  
of the months of the year.
- VII Any very important word ; as, the  
Reformation
- VIII The chief words in the title of a book
- IX The pronoun *I*, and the interjection *O*
- X Generally the name of an object per-  
sonified
- XI Single letters forming abbreviations,  
as, M A

Punctuate the following lines of poetry, putting capitals,  
where necessary —

Nature expects mankind should share  
The duties of the public care  
Who's born to sloth to some we find  
The plough share's annual toil assigned  
Some at the sounding anvil glow  
Some the swift-sliding shuttle throw  
Some studious of the wind and tide  
From pole to pole our commerce guide  
While some with genius more refined  
With head and tongue resist mankind  
Thus aiming at one common end  
Each proves to all a needful friend

Nature expects mankind should share  
The duties of the public care  
Who's born to sloth? To some we find  
The plough share's annual toil assigned.

Some at the sounding-anvil glow ,  
Some the swift-sliding shuttle throw .  
Some, studious of the wind and tide,  
From pole to pole our commerce guide  
While some, with genius more refined,  
With head and tongue assist mankind  
Thus, aiming at one common end,  
Each proves to all a needful friend



THE END,

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## ADDENDA.

What is the origin of the possessive inflexion 's?

In the oldest English. the genitive of masculine and neuter nouns was most commonly formed in *-es* 'Smith, *Smithes*,' much later the *e* was dropt out in writing, 'its absence being signified by the apostrophe ( ' ), and thus is the possessive inflexion 's.